



ED COMMITTEE #2
November 5, 2007
Briefing

MEMORANDUM

November 1, 2007

TO: Education Committee

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SUBJECT: **Briefing – MCPS Staffing Allocation Policies**

Today the Education Committee will discuss staff allocation policies and practices in the Montgomery County Public Schools. Stephen Bedford, Chief School Performance Officer, and Nicola Diamond, Executive Assistant to the Chief Operating Officer, will brief the Committee and participate in the discussion.

Allocation of staff is the foundation of school operations and of the MCPS budget as a whole. The materials for today's worksession provide a wide range of background information to begin the Committee's discussion of this complex issue. MCPS representatives will provide an overview briefing as to how this process is implemented on a regular basis and what policies are in place to direct the process. In addition, as context for this discussion, Council staff has compiled 10 year trend and comparison data on staffing patterns according to allocation guidelines and MCPS position categories.

I. OVERVIEW

Guidelines

As part of the budget each year, MCPS publishes staffing guidelines that contain formulas for determining the numbers of staff in several position categories. The FY08 budget staffing guidelines are attached (circles 2-9). The positions covered in the FY08 guidelines include the range of academic teachers and support necessary, including classroom teachers, media specialists, ESOL teachers, reading teachers, staff development teachers, and instructional paraeducators. They also include school based administrators such as principals and assistant principals, school secretaries, and business and financial managers for secondary schools.

Most school-based positions appear to be included in the guidelines. The budget guidelines do not address building service workers, and some other positions that work in schools, such as pupil personnel workers (PPW's), social workers, and psychologists.

Process

At today's worksession MCPS will provide an overview of the process that is used to allocate staff among the schools. MCPS distributes memoranda each spring to elementary, middle, and high school principals. Excerpts of these memoranda are attached (ES circles 20-33; MS circles 34-45; and HS circles 46-58). They describe how staff are allocated at each level and provide insight into the many variables and factors that principals must take into account in determining scheduling and school operations.

The memoranda detail many of the same processes for all three levels. Council staff highlights the following:

- Each contains a formula for class size and determination of how many classroom teacher positions a school will receive. For elementary schools, the class size varies for focus and non-focus schools. At the secondary levels, the class sizes vary with smaller guidelines targeted at English and other core academic classes.
- The elementary memorandum discusses additional staffing and responsibilities for Title I focus schools. The memorandum indicates that principals, in conjunction with the community superintendent, can make case by case decisions as to how to best utilize additional Title I resources (see circles 22-23).
- Each memorandum discusses the ongoing process of staff allocation as enrollment changes during the spring, summer, and early in the school year. MCPS adjusts staff allotments using budgeted reserve positions and transfers (see circles 20-21, 34-35, and 46-47). To provide flexibility for these adjustments, initial allocations are based on a higher than budgeted ratio. Staff are then adjusted, both up and down, to respond to actual enrollment on a school by school basis.
- The memoranda reflect the different programmatic focuses for the elementary and secondary levels. For example, the elementary memorandum includes discussion of art, music, and physical education, reading initiatives, and lunch room assistants. The secondary memoranda reflect the programmatic impact of middle school reform, career programming, and athletics.
- Staffing allocation appears to be a continually moving target for the school system on several levels. First is the enrollment fluctuations as identified above. In addition, the timing of the process requires that staffing allocation begin before the budget has been finalized and approved by either the County Council or the Board of Education. Each memorandum makes reference to staffing initiatives that are planned but contingent on this approval (circles 29, 40, and 47).

- There are some differences between the budget staffing guidelines and the specific staffing guidelines attached in each memorandum (ES on circles 30-33; MS on circles 42-45; and HS on circles 55-58). It appears that the memorandum guidelines contain more specific information in some categories to provide implementation guidance for principals. These differences may illustrate the difference between budgeting for an overall program impact and implementation to achieve that program in school specific settings.

Special Education

There are separate staffing guidelines for special education services. Each memorandum to principals includes a discussion of special education staffing (circles 25-26, 36-38, and 49-50). Special education staffing is primarily determined by addressing the specific services required by a student's Individualized Education Plan. Additional resources may be added to address school specific needs.

Today's briefing will include an overview of the policies and practices related to special education staffing. In addition, the Committee may choose to have a more specific briefing on these issues in the future. One impact of special education services on staffing allocation is related to the school system's increasing efforts to provide general education inclusion for special education students. As these efforts continue, it may be necessary to ensure that staffing allocation policies accurately reflect the impact of this effort on classrooms, support services, and teaching.

II. CHANGES IN STAFFING GUIDELINES

Council staff compared the staffing guidelines from FY1998, FY2003, and FY2008 to identify how major changes are reflected in the guidelines in the past ten years. Recent major initiatives such as class size reduction and staff development are easily identified in this comparison, as are other efforts to decrease the student to counselor ratio and increase teacher planning time.

A full comparison of all three years for each school level is attached on circles 10-19. The points below summarize some major differences.

Elementary School

- The comparison chart shows the decreasing classroom teacher to student ratios in the ten-year period. By FY08, the ratio had decreased from 1 per 24.8 students in FY1998 to 1 per 21.4 students in 2008. In addition, FY08 reflects an additional 185.1 teachers to meet maximum class size of 26 in grades 1-3 and 28 in grades 4-5. Another 161 positions were added to reduce class size to 17 in grades 1-2 in 56 focus schools.

- The chart also shows the recent emphasis on focus and non-focus schools, terms that were not present in the FY98 guidelines. The FY08 guidelines lower kindergarten teacher to students ratios to 1:17 for 58 focus schools instead of the 21.4 for non-focus schools. The FY08 ES guidelines also discuss additional staffing for focus schools.
- In FY2008, there is more full time staffing for certain positions across elementary schools. Guidance counselors and staff development teachers are now staffed at 1 per elementary school instead of the 0.5 allocation for schools with smaller populations (less than 300) used in both FY98 and FY03.
- The teacher to student ratio Physical Education/General Music/Art Teacher decreased from 560:1 in FY1998 to 458:1 in FY2008.

Middle School & High School

- Middle and high school counselor to student ratios decreased from a goal of 300:1 in FY98 to a goal of 250:1 in FY08. Additional funds were included in the FY08 budget to lower the budget average to 223:1 for middle and 245:1 for high schools.
- Although FY98 guidelines reflected some staff development support for elementary schools, middle and high schools had none in FY98. By FY08, all schools receive a 1.0 staff development teacher.
- Positions supporting middle magnet and special programs grew from 4 in 1998 to 12.6 in 2008 and from 17.5 to 73.4 for high school programs.
- High school teacher positions supporting schools with a high percentage of ESOL students grew from 3 positions in 1998 to 13 positions in 2008.
- FY03 and FY08 reflect an additional 162.2 teacher positions to address large class size in high schools.
- High school security positions increased from 79 positions in FY98 to 135 positions in FY08.

III. RECENT STAFF ALLOCATION PATTERNS

Each year for the operating budget, MCPS prepares a staffing allocation chart, Table 5 of the operating budget, that shows the total number of positions in the budget grouped into 23 categories. Council staff used data from Table 5 between FY98 and FY08 to prepare the trend charts discussed below. MCPS added two categories in FY07 with a total of four positions in them between FY07 and FY08. The comparisons in this packet focus on the other 21 position categories and do not include these two small, recently added categories.

Position Categories

Most of the position categories are explained by their title. Council staff notes the following regarding types of positions within certain categories.

- “Other Professional” includes instructional and curriculum specialists, attorneys, supervisors, and coordinators. Some of these supervisors and coordinators may supervise itinerant program staff.
- “Classroom Teachers” includes all teachers, such as Special Education, Reading Instructors, ESOL, Pre-K and Head Start, and staff development teachers.
- “Special Education Specialists” includes speech pathologists, physical and occupational therapists, and auditory specialists.
- “Aides and Assistants” is primarily paraeducators, and some other assistants such as data assistants, media assistants, and physical therapy assistants.

Ten-year trends

Table 1 on the next page shows the ten year data in terms of total numbers of positions and changes in actual enrollment. This chart shows the magnitude of the changes and growth in the system overall. Enrollment increased by nearly 12,000 students, or 7 percent. The total number of positions increased by 5,674, or 37 percent.

Table 1: Change in positions, enrollment, and operating budget 1998-present

Position	FY1998	FY2003	FY2007	FY2008	Change 98-present	Percent change 98-present
Executive	8.00	15.00	17.00	17.00	9.00	112%
Administrative	44.00	81.00	92.50	93.50	49.50	112%
Other Professional	235.50	445.70	392.45	414.20	178.70	76%
Principal/Asst Principal	336.00	408.00	478.00	495.00	159.00	47%
Classroom Teachers	7,334.10	9,618.40	10,255.90	10,242.20	2,908.10	40%
Special Ed Specialists	290.80	357.80	465.20	462.20	171.40	59%
Media Specialists	183.50	192.00	205.50	203.50	20.00	11%
Counselors	343.20	408.10	446.10	467.60	124.40	36%
Psychologists	68.50	93.70	100.84	102.84	34.34	50%
Social Workers	6.10	8.10	12.45	14.50	8.40	138%
Pupil Personnel Workers	31.00	45.00	47.00	47.00	16.00	52%
Aides/Assistants	1,912.50	2,320.10	2,499.34	2,525.22	612.72	32%
Technical	147.40	169.10	331.45	347.45	200.05	136%
Clerical/Office Support	895.00	989.50	1,090.86	1,081.44	186.44	21%
Security	145.50	183.00	201.50	228.50	83.00	57%
Cafeteria	394.00	491.00	539.78	540.66	146.66	37%
Plant Operations	1,020.60	1,170.70	1,297.70	1,290.20	269.60	26%
Maintenance	327.00	341.00	320.00	349.00	22.00	7%
Supply	54.50	72.00	77.00	77.00	22.50	41%
Transportation	1,297.90	1,514.80	1,742.33	1,740.57	442.67	34%
Business Personnel	94.70	91.20	101.50	101.50	6.80	7%
Technology/Data Processing	n/a	n/a	1.00	0.00	1.00	
Research Personnel	n/a	n/a	0.00	3.00	3.00	
Total	15,169.80	19,015.10	20,715.40	20,844.08	5,674.28	37%
Actual Enrollment	125,035.00	138,891.00	137,798.00	137,007*	11,972.00	7%
Total Operating Budget	958,416,196	1,412,161,822	1,851,496,287	1,985,017,619	1,026,601,423	107%

**Projected 2008 enrollment*

Relative distribution of positions

The chart below shows how the position categories have changed over the past ten years as shares of the total numbers of positions. Overall, this chart shows that the distribution among types of positions has remained relatively constant during this period.

Table 2: Proportion of total positions			
Position	FY1998	FY2003	FY2008
Executive	0.05%	0.08%	0.08%
Administrative	0.30%	0.43%	0.45%
Other Professional	1.60%	2.34%	1.99%
Principal/Asst Principal	2.20%	2.15%	2.37%
Classroom Teachers	48%	50.58%	49.14%
Special Ed Specialists	1.90%	1.88%	2.22%
Media Specialists	1.20%	1.01%	0.98%
Counselors	2.30%	2.15%	2.24%
Psychologists	0.45%	0.49%	0.49%
Social Workers	0.04%	0.04%	0.07%
Pupil Personnel Workers	0.20%	0.24%	0.23%
Aides/Assistants	12.60%	12.20%	12.11%
Technical	0.97%	0.89%	1.67%
Clerical/Office Support	5.90%	5.20%	5.19%
Security	0.96%	0.96%	1.10%
Cafeteria	2.60%	2.58%	2.59%
Plant Operations	6.70%	6.16%	6.19%
Maintenance	2.20%	1.79%	1.67%
Supply	0.36%	0.38%	0.37%
Transportation	8.60%	7.97%	8.35%
Business Personnel	0.62%	0.48%	0.49%

- Teachers consistently accounted for just under half of the total positions, comprising 48 percent in FY98 and 49 percent in FY08.
- Twelve of the categories increased their share of the total. These included instructional categories such as teachers, special education specialists and principals and assistant principals. Administration also increased its share of the total, in the Executive, Administrative, and Other Professional categories.
- The nine categories that decreased their percent of the total consist primarily of support positions, including clerical/office support, plant operations, maintenance, and transportation. Media specialists, counselors, and aides/assistants also decreased.

Positions as a share of enrollment

Since many positions in MCPS would be expected to fluctuate with changes in enrollment, it is useful to examine positions as a share of enrollment. Table 3 below shows each position category per 1000 students. In Council staff's view, this chart shows most clearly the impact of staff allocation policies on students and facilitates comparison across years of increasing enrollment.

Table 3: Positions per 1000 students			
Positions	FY1998	FY2003	FY2008
Executive	0.06	0.11	0.12
Administrative	0.35	0.58	0.68
Other Professional	1.88	3.21	3.02
Principal/Asst Principal	2.69	2.94	3.61
Classroom Teachers	58.66	69.25	74.76
Special Ed Specialists	2.33	2.58	3.37
Media Specialists	1.47	1.38	1.49
Counselors	2.74	2.94	3.41
Psychologists	0.55	0.67	0.75
Social Workers	0.05	0.06	0.11
Pupil Personnel Worker	0.25	0.32	0.34
Aides/Assistants	15.30	16.70	18.43
Technical	1.18	1.22	2.54
Clerical/Office Support	7.16	7.12	7.89
Security	1.16	1.32	1.67
Cafeteria	3.15	3.54	3.95
Plant Operations	8.16	8.43	9.42
Maintenance	2.62	2.46	2.55
Supply	0.44	0.52	0.56
Transportation	10.38	10.91	12.70
Business Personnel	0.76	0.66	0.74

- Overall, there are more positions relative to enrollment than there were in FY98, increasing from 121.3 positions per 1000 in FY98 to 152.1 per 1000 students in FY08.
- All categories but two increased relative to enrollment (some very slightly). The only two categories that decreased as a share of enrollment were Maintenance and Business Personnel.
- Teachers per 1000 students increased 25% from 58.66 in FY98 to 74.76 in FY08. Aides and Assistants increased 20% from 15.3 to 18.43 per 1000 students.
- Administrative positions have increased as a share of enrollment in the ten year period. Although the share of enrollment remains small, the proportion of Executive and Administrative positions nearly doubled since FY98. The three categories of Executive, Administrative, and Other Professional taken together increased from 2.29 per 1000 students in FY98 to 3.82 in FY08.

- The mental health categories of counselors, psychologists, social workers, and pupil personnel workers increased as a share of enrollment. Taken together, these four categories increased from 3.6 per 1000 in FY98 to 4.6 per 1000 in FY08.

Recent major initiatives

Some of these trends reflect the recent investment in major initiatives. A chart showing major initiatives is attached at circle 1; it does not represent every funding increase but highlights major areas of investment since FY01. It also shows the new dollars added each year for the initiatives but does not show how this additional cost is integrated into the full base program amount.

The largest area of investment is class size reduction. The second largest is early success, which includes full-day kindergarten. Together, these initiatives are reflected in the increase of teachers relative to enrollment. The staff development initiative (the third largest dollar investment) likely also added to the increase in the Classroom Teacher category, as staff development teachers are included in that category.

Other initiatives with lesser dollar investment may also relate to the increases in their respective categories. Examples are the initiatives for ES Assistant Principals, technology, and counseling and mental health.

Regional comparison

Council staff compiled a regional comparison of teachers as a share of enrollment using 2007 data from the Washington Area Boards of Education (WABE). There are many differences in reporting and category definitions between MCPS budget reports and the WABE reports. ***The figures in the chart below for MCPS are different from the figures on previous charts because of these reporting differences.*** First, the WABE definition of the “teacher” category includes positions that MCPS classifies in other categories, such as counselors and speech therapists. Second, MCPS appears to have reported projected 2007 enrollment data to the WABE report (probably due to timing), while the comparisons in this packet use actual enrollment data for that year.

Even with the reporting differences, the chart shows the relative position of MCPS compared to other local jurisdictions. MCPS ranks fifth overall, but closely in line with the other large jurisdictions.

Table 4: Regional comparison of teachers per 1,000 students			
District	Number of Teachers	Approved 2007 Enrollment	Teachers per 1000 students
Alexandria City	1,129.6	10,286	109.82
Arlington County	1,856.4	18,252	101.71
Fairfax County	13,934.2	164,295	84.81
Falls Church City	186.7	1,904	98.06
Loudoun County	4,286.9	50,740	84.49
Manassas City	536.6	6,569	81.69
Montgomery County	11,549.9	139,936	82.54
Prince George's County	9,458.0	138,118	68.48
Prince William County	5,262.9	70,741	74.40

Circles 60 and 61 show the regional comparisons of approved staffing ratios and of average class size, respectively. Again, Montgomery County ranks favorably with the other large jurisdictions of Fairfax and Prince George's County. In comparison to Fairfax, the figures indicate that Montgomery County has focused its class reduction efforts in the elementary levels, where Montgomery County has lower ratios and average class sizes than Fairfax. Fairfax has lower ratios and class sizes in the secondary school levels than Montgomery County.

Table 4. Cost of Selected MCPS Improvement Initiatives FY01-FY08 (in 000's)

	FY01	FY02	FY03	FY04*	FY05	FY06	FY07	FY08	Total FY01-08
Early Success	\$ 1,821	\$ 3,186	\$ 6,087	0	\$ 4,420	\$ 2,557	\$ 3,038	0	\$ 21,109
Class Size Reduction	\$ 883	\$ 5,887	0	0	\$ 7,497	\$ 9,484	\$ 1,624	\$ 174	\$ 25,549
Special Education	\$ 128	\$ 410	\$ 708	0	\$ 2,931	\$ 2,989	\$ 3,766	\$ 87	\$ 11,019
ESOL Services	0	\$ 363	\$ 1,066	0	0	0	\$ 345	\$ 155	\$ 1,929
Counseling and Mental Health	0	\$ 1,021	\$ 70	0	0	0	0	\$ 1,648	\$ 2,739
High School Reform	\$ 203	\$ 326	0	0	\$ 1,020	\$ 810	\$ 2,600	\$ 546	\$ 5,505
Curriculum and Instruction	0	0	0	0	\$ 6,819	\$ 540	0	\$ 648	\$ 8,007
Shared Accountability	0	0	0	0	\$ 430	\$ 2,175	\$ 118	0	\$ 2,723
Technology	\$ 609	\$ 1,471	\$ 437	0	0	\$ 400	\$ 711	\$ 226	\$ 3,854
Staff Development	\$ 10,908	\$ 3,592	\$ 2,483	0	\$ 180	\$ 282	\$ 174	\$ 196	\$ 17,815
Middle School Reform	0	0	0	0	0	0	0	\$ 2,500	\$ 2,500
Middle School Ext. Year/Day	0	0	0	0	0	\$ 1,064	\$ 250	0	\$ 1,314
Ass't Principals in ES	0	0	0	0	0	\$ 1,225	\$ 1,577	\$ 1,583	\$ 4,385

* There were no initiatives proposed in FY04

** This total does not include 3 assistant principals that were added in prior years

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Principal	1.0 per school	1.0 per school	1.0 per school
Assistant Principal	For FY 2008, 15.0 additional assistant principals are requested to be allocated based on need. Currently, assistant principal allocations are based on 1.0 per school projected to have 540 or more students, or with fewer than 540 students but with at least 40 professional staff.	1.0 per school greater than 600 students. A second assistant principal is allocated to schools projected to have 900 or more students.	1.0 per school 2.0 per school projected to have 900 or more students. A third assistant principal is allocated to schools projected to have 1,800 or more students. A fourth assistant principal is allocated to schools with 3,000 or more students.
Student Support Specialist (11-month)		These 11-month administrative positions provide support to principals in dealing with the increased demands on time related to non-instructional duties. These positions are allocated first to schools without a first or second assistant principal and then to schools larger than 1,000 students.	These 11-month administrative positions provide support to principals in dealing with the increased demands on time related to non-instructional duties. These positions are allocated first to schools with less than three assistant principals and then to the largest schools.
Counselor (10-month)	1.0 per school	The BOE goal is a 250:1 ratio. The FY 2008 budget reflects an overall average of 223:1.	The BOE goal is a 250:1 ratio. The FY 2008 budget reflects an overall average of 245:1. There are additional counselor allocations of 1.0 for the Northeast Consortium and 2.0 for M.C. Partnership.
Media Specialist (10-month)	1.0 per school	1.0 per school	The FY 2008 budget allows for 1.0 media specialist for each high school and 2.0 positions for the nine largest high schools.

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Classroom Teacher/ Kindergarten Teacher (10-month)	<p><u>Grades 1-6:</u> The FY 2008 Operating Budget provides one teacher for every 21.4 students and 185.1 additional teacher positions to meet maximum class size guidelines. These additional teacher positions result in reducing class size guidelines from 28 to 26 for Grades 1-3 and from 30 to 28 for Grades 4-5. In FY 2008, there are 161.0 positions to reduce class sizes to 17 students in Grades 1-2 in 56 schools.</p> <p><u>Kindergarten Teachers:</u> The FY 2008 budget provides one Kindergarten teacher for every 21.4 non-focus school students and 17.0 focus school students. Initial allocations are based on approximately 25:1 ratio for the non-focus schools. There are 58 focus schools having a teacher for every 17 students.</p> <p>When Kindergarten and regular classroom enrollments become more reliable, individual school adjustments are made. The organizational plan developed by each principal is reviewed against the initial staffing allocations. Additional staffing may need to be provided if there are large classes (K>25, Gr1-3>26, Gr4-5>28) at individual grade levels or if students have special needs that require a lower class size ratio.</p>	<p>Classroom teacher allocations are based on the following formula:</p> <p><u>Regular Enrollment X 7 (Periods per day)</u> (Average Class Size of) 28.3 X 5 (Periods per day)</p> <p>In addition to positions generated by this formula, 94.6 positions are provided to address large class sizes and 15.2 positions are provided for a 0.2 released periods for coordination of Gifted and Talented and <i>Success For Every Student</i> coordination.</p>	<p>Classroom teacher allocations are based on the following formula:</p> <p><u>Regular Enrollment X 7 (Periods per day)</u> (Average Class Size of) 30.1 X 5 (Periods per day)</p> <p>In addition to positions generated from this formula, 162.2 positions are provided to address large class sizes, 5.0 positions to provide released time for student service learning coordination, and new for FY 2008, 25.0 positions to lower class size to support inclusion.</p> <p>The budget also includes 27.0 teacher positions for the Thomas Edison High School of Technology. (Schools served by the Thomas Edison High School of Technology have their teacher allocations reduced to allow for students attending classes at Edison.)</p> <p>Some teacher positions have been budgeted for schools in addition to those allocated by the formula. Montgomery Blair High School receives 8.3 teachers for its Special Alternative and Remedial Classes (SPARC) interdisciplinary program, and Poolesville receives 5.0 positions because of its small enrollment.</p>

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Reading Teacher	The FY 2008 budget provides 1.0 per school.		
Physical Education/ General Music/ Art Teachers (10-month)	The FY 2008 budget provides physical education, art, and general music teachers at a ratio of 458:1. In determining each school's allocation, consideration is given to the number of teaching stations (classes), including Head Start, special education, kindergarten and pre-school classes to allow teacher-planning time.		
Instrumental Music Teachers (10-month)	These 37.2 positions are allocated to schools with Grades 4-6 students based on the estimated number of participants in the instrumental music program.		
Teachers for ESOL Support (10-month)	In FY 2008, 17.0 classroom teacher positions are identified to support schools that have a high percentage of ESOL students. The intent is to provide an additional regular Grade 1-6 teacher allocation to permit the school to operate at a lower class size ratio.		In FY 2008, 13.0 classroom teacher positions are allocated to support schools with a high percentage of ESOL students.
Staff Development Teacher (10-month)	Each school is staffed with a staff development teacher whose responsibility is to take the lead in coordinating and providing in-school training to classroom teachers.	Each middle school has the equivalent of 1.0 teacher in released time for existing staff or a 1.0 staff development teacher in order to provide in-school coordination and training to classroom teachers.	Each high school has the equivalent of 1.0 teachers in release time for existing staff or a 1.0 staff development teacher in order to provide in-school coordination and training to classroom teachers.
Cluster Magnet Teacher / Special Program Teacher (10-month)	There are 21.4 cluster magnet teacher positions to support special programs in 16 magnet schools.	The 12.6 teacher positions are provided to support the countywide magnet programs at Takoma Park and Eastern middle schools, Upcounty Center Program at Clemente MS, and the middle years IB program.	The 73.4 positions are allocated to the computer/science magnet at Montgomery Blair (9.5), the International Baccalaureate program at Richard Montgomery (4.0), the Global Ecology Studies program at Poolesville (1.2), the Northeast Consortium (7.4), the Downcounty Consortium (28.2) and signature programs/schools (23.1).

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Academic Intervention Teacher (10-month)	There are 75.2 Academic Intervention teacher positions that are allocated based upon eligible school intervention plans identified as those most in need of support.	There are 41.5 Academic Intervention teacher positions that are allocated based upon eligible school intervention plans identified as those most in need of support.	There are 15.0 Academic Intervention teacher positions that are allocated based upon eligible school intervention plans identified as those most in need of support.
Vocational Support (10-month)			For FY 2008, 19.5 vocational support positions will be allocated to twenty-four high schools to provide support for career development programs, including cooperative work experience and internships and implementation of Career initiatives.
Resource Teachers		The FY 2008 budget provides one released period per resource teacher.	The FY 2008 budget provides one released period per resource teacher.
Career Prep Teachers (10-month)			Career prep teacher positions are allocated to support special career and technology education programs. These positions support school-based career development programs that include medical careers, career development, and internships. Career prep teacher positions are also allocated to support countywide programs that include information systems management, the construction and auto-trades foundations, fire cadet/EMT, engineering, and enrollment of students from other schools in their career development programs.

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Program Support Teachers (10-month)	The FY 2008 budget includes 79.5 reading support positions. These positions are designated in order to achieve a 17:1 class size ratio for the teaching of reading in Grades 1 and 2. The objective of this initiative is to have every child reading on their own at the beginning of Grade 3.	The FY 2008 budget includes 38.0 classroom teacher positions that are designated to support students' successful completion of Algebra 1 by the end of Grade 9. Each middle school is allocated a 1.0 position to be used in lowering sizes in Grade 7 Math B mathematics classes to 20 students or less.	The FY 2008 budget includes 22.1 teacher positions to help reduce Grade 9 mathematics class sizes with the goal of increasing the number of students who successfully complete Algebra 1 by the end of Grade 9.
ESOL Staffing (10-month)	Itinerant allocations are made to schools based on actual ESOL student enrollment at a 41:1 student/teacher ratio. The elementary METS program is staffed with one teacher per METS class. There are 4.0 teacher positions and 3.0 paraeducator positions to support the elementary METS program.	Itinerant allocations are made to schools based on actual ESOL student enrollment at a 35:1 student/teacher ratio. The middle school METS program is staffed with one teacher per METS class. There are 7.0 teacher positions and 5.3 paraeducator positions to support the middle school METS program.	Eighteen high schools are sites for ESOL centers, which are staffed at a 30:1 student/teacher ratio. Each high school Intensive English Language Center is assigned one resource teacher. A total of 23.4 paraeducator positions are provided to support the high school ESOL centers. The high school METS program is staffed with one teacher per METS class. There are 10.0 teacher positions and 5.0 paraeducator positions to support the high school METS program.
Pre-Kindergarten Staffing (10-month)	Head Start classes are 3.25 hours in duration with the exception of two 4-hour Head Start classes and one 6-hour Head Start class. Each class is assigned a 0.6 teacher position and a 0.6 paraeducator. Two classes are located at Day Care Centers staffed with MCPS teachers and paraeducators. Pre-Kindergarten classes are 2.5 hours in duration; however, double sessions are provided in each school. Each class is assigned a 0.5 teacher position and a .375 paraeducator. Head Start and Pre-Kindergarten classes are located throughout the county based on available space and community needs.		
Focus Schools Staffing (10-month)	Focus school funds are allocated using a weighted formula that is linked to a per pupil amount based on the percentage of FARMS students enrolled at these schools. The positions are deployed to implement school-specific plans that are developed, and support such programs as reading recovery, gifted and talented, ESOL, and math, among other things.		

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Administrative Secretary	1.0 per school	1.0 per school	1.0 per school
School Secretary I and Secretary II (10-month)	The FY 2008 budget provides 131.5 school secretary I positions so that all schools will have at least a 1.0 position.	Each school receives a 1.0 allocation for 10-month school secretary I along with an additional 0.25 allocation (2 hours) in order to follow up on student absences. Eastern, Takoma Park, and Clemente each have an additional 1.0 position for magnet/special programs. Eighteen of the largest middle schools receive a 1.0 secretary II position.	School allocations range from 1.5 secretaries at Poolesville High School to 8.6 at Montgomery Blair High School. Of these allocations, each school is provided with four hours to follow up on student absences.
Business Manager			1.0 per school
Financial Assistant		1.0 per school	1.0 per school
Guidance Secretary		1.0 per school (12-month school secretary II)	1.0 per school (12-month school secretary II)
School Registrar			1.0 per school, an additional 0.5 for Blair HS
Career Information Coordinator			1.0 per school
Media Services Technician		1.0 at Eastern Middle School for special program support	1.0 per school, with Blake and Montgomery Blair receiving 2.0 each for special program support
Media Assistant (10-month)	Allocations are based on the following student enrollment guidelines: 0-449 = 0.5 450+ = 1.0	Allocations are based on the following guidelines: 0-899 = 1.0 900+ = 1.5	In FY 2008, there are 54.5 media assistant positions that are allocated according to student enrollment ranging from 1.0 allocation at Poolesville High School to 4.0 at Montgomery Blair High School.
User Support Specialist		1.0 per school.	1.0 per school with Blair and Paint Branch receiving 2.0 each for special program support.

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Paraeducators (10-month)	<p>There are a variety of instructional assistant positions, each with its own purpose.</p> <p>Kindergarten Paraeducators—These positions are allocated to kindergarten classes with more than 25 students. Several questions are considered before an allocation is made (e.g., How many assistants are needed? Are the classes balanced? Is it less expensive to form an additional class and allocate a teacher? Is there space in the building for an additional class?). Kindergarten Paraeducator positions are allocated in September once class sizes are firm.</p> <p>Instructional Data Assistants—Instructional Data Assistants (IDA) allocations are based on student enrollment by grade.</p> <p>Special Program/Cluster Magnet Paraeducators—These allocations are "school specific" and are provided as supplements to regular allocations.</p> <p>"Regular" Paraeducators—Each school receives a "regular" paraeducator allocation to support classroom instruction. Initial allocations of these positions take into account school size, number of teachers, class sizes, and special needs.</p>	<p>Each school receives 0.75 Instructional Data Assistant (IDA) and a 0.75 position for a computer lab paraeducator, except as traded towards a 1.0 user support specialist. In addition, each school receives a "regular" paraeducator allocation to address individual school needs.</p>	<p>Of the total paraeducator positions, 22.0 positions are designated as program specific: Montgomery Blair SPARC and Magnet, Richard Montgomery IB, five schools with JROTC programs, three schools with ESOL support positions, Damascus Vocational Support, and Thomas Edison High School of Technology.</p> <p>English composition assistants are budgeted positions based on the total projected school enrollment to determine the number of sections needing support.</p> <p>Less than 10 sections—12 hours Up to 14 sections—14 hours Up to 15 sections—18 hours Up to 18 sections—20 hours Up to 20 sections—21 hours Up to 32 sections—32 hours</p>

MCPS K-12 Budget Staffing Guidelines—FY 2008

Position	Elementary	Middle	High
Security Team Leader/Security Assistant (10-month)		These 69.0 security assistant positions are allocated to schools based on local school needs. The goal is for each middle school to have at least 2.0 security assistants.	These 135.0 positions are allocated to schools based on local needs. School security teams range in size from 2.0 at Poolesville to 8.0 at Montgomery Blair.
Lunch Hour Assistants (10-month)	These assistants provide lunch and playground supervision for students and coverage for teachers during lunch hours in order to allow for educational planning time required by the negotiated agreement. Allocations are based on student enrollment in Grades K-6, number of lunch periods, and size of the playground.	Each middle school receives 8 hours of lunch hour aide time.	

ELEMENTARY STAFFING

Position	1998	2003	2008
Principal	1 per school	1 per school	1 per school
Assistant Principal	1 per schools projected to have ≥ 600 students Goal: 1 FT for schools projected to have ≥ 300, 0.5 for <300. Other factors include special needs & equity.	1 per school projected to have ≥ 600 students or ≥ 43 prof. staff Goal: 1 FT for schools projected to have ≥ 300, 0.5 for <300. Other factors include special needs & equity.	1 per school projected to have ≥ 540 students or ≥ 40 prof. staff. 15 more based on need
Counselor	1 per school w/ ≥ 250, 0.5 for <250	1 per school	1 per school
Media Specialist		1 per 22.8 students. 91.9 to meet max CS. 163.5 for Reading Init. --15-17 class size in Gr 1 & 2 for reading instr. 90 minutes/day.	1 per 21.4 students. 185.1 to meet max CS. 26 for Gr 1 -3 and 28 for Gr 4-5. 161
Classroom Teacher 1-6	1 per 24.8 students. Additional staffing for large classes at individual gr. levels or special needs	173.6 positions to reduce CS to 17 in K-2 in 56 schools. Additional staffing for large classes at individual gr. levels or special needs	positions to reduce CS to 17 in Gr. 1-2 in 56 schools. Additional staffing for large classes at individual gr. levels or special needs
Kindergarten teacher	1 for 21.4. All day K positions at 9 schools.		1 for 21.4 non-FS and 17 for FS. Initial allocation based on 25:1 for non-FS. 58 FS have teacher for every 17.
Reading Teacher	1 for schools w/ ≥ 400 K-6 students, 0.5 for <400	1 per school	1 per school
Physical Education/General Music/Art Teacher	560:1. Consideration for # teaching stations including K, Pre-K, HS & Sp. Ed. allocated to schools with Gr 4-6 based on estimated # of participants	492:1. Consideration for # teaching stations including K, Pre-K, HS & Sp. Ed. 34.2 positions for schools w/ Gr 4-6 based on estimated #	458:1. Consideration for # teaching stations including K, PreK, HS & Sp. Ed. 37.2 positions for schools w/ Gr 4-6 based on estimated #
Instrumental Music Teacher	12 positions to support high % ESOL schools to provide additional GR 1-6 teacher to lower CS. 19 schools received staffing.	17 positions to support high % ESOL schools to provide additional Gr 1-6 teacher to lower CS	17 positions to support high % ESOL schools to provide additional Gr. 1-6 teachers to lower CS
Teachers for ESOL Support	Goal: 1 for schools projected to have ≥ 900 students, 0.5 for schools ≥ 800 and ½ for schools ≥ 300 and no assistant principal.		
Instructional Support/Staff Development Teacher		beginning in FY2001, 1 per school	1 per school
Cluster Magnet Teacher/Special Program Teacher	21.4 positions to support special programs in 15 magnets.	21.4 positions for special programs in 16 magnets	21.4 positions for special programs in 16 magnets

ELEMENTARY STAFFING

Disadvantaged Teacher/Alternative Teacher	26 positions to improve achievement of low to average achieving students. Review of individual school needs.	no line item	no line item	no line item
Academic Intervention Teacher	no line item	53.2 positions allocated on school intervention plans with most need	75.2 positions based on school intervention plans with most need	
QIE Teacher	56.7 positions to support programs in 49 schools identified as most in need of support.	no line item	no line item	
Program Support Teachers	no line item	213.5 reading support positions to achieve 15:1 CS for reading in GR 1 & 2	79.5 reading support positions to achieve 17:1 CS for reading in Gr 1 & 2	
ESOL Staffing	Itinerant allocations based on actual ESOL enrollment at 41:1. METS program staffed at 15:1. 6 teacher positions and 5.3 instructional assistant positions support METS.	Itinerant allocations based on actual ESOL enrollment at 41:1. METS program staffed at 15:1. 6 teacher positions and 5.3 instructional assistant positions support METS.	Itinerant allocations based on actual ESOL enrollment at 41:1. METS program staffed w/ 1 per METS class. 4 teacher and 3 paraeducator positions for METS	
Head Start Staffing	HS classes are 2.5 - 4 hrs based on space and FT or PT teacher. Most are 3.25 hrs. 0.6 teacher position and 4 or 5 hr instr. assistant for each class. CS range from 17-20	HS classes are 2.5 - 4 hrs based on space and FT or PT teacher. Most are 3.25 hrs. 0.6 teacher position and 4 or 5 hr instr. assistant for each class.	HS classes are 3.25 hrs w/ 2 4-hr HS classes and 1 6-hr HS class. 0.6 teacher and 0.6 paraeducator position for each class.	
Pre Kindergarten Staffing	no line item	no line item	Pre-K classes are 2.5 hrs. Double sessions provided in each school. 0.5 teacher and .375 paraeducator for each class.	
Title I/Focus School Staffing	Resources allocated based on formula that weights % FARMs approved, actual enrolled FARMs #, % ESOL, mobility rate	Factors considered: % FARMs approved, actual enrolled FARMs #. Based on need, instructional assistant can be traded for teacher positions.	Funds using weighted formula linked to per pupil amount based on % FARMs enrolled. Positions implement school-specific plans including reading recovery, GT, ESOL, math programs.	
Administrative Secretary	1 per school	1 per school	1 per school	
School Secretary I and II	Goal: 1.5 for schools w/ ≥ 800, 1 for 400-799, 0.5 for <400	Goal: 1.5 for schools ≥ 800, 1 for 400-799, and 0.5 for ≤400.	131.5 positions. All schools have at least 1.0 position.	
Media Assistants	0-249=1, 250-453=.5, 454-899=1, 900+-1.5	0-449 = 0.5, 450+ = 1.0	0-449 = 0.5, 450+ = 1.0	

ELEMENTARY STAFFING

Instructional Assistants Lunch Hour Assistants Instructional Specialists -- Global Access	<p>K: ≥25 students and considerations: Need? Less expensive to form additional class? Space for additional class? Inst. System for Mathematics: based on enrollment by GR. QIE/Cluster Magnet: School specific. Supplements regular allocation. "Regular": school size, # teachers, CS & special needs</p> <p>Based on enrollment in GR 1-6, # lunch periods & size of playground</p>	<p>K: ≥25 students and considerations: Need? Less expensive to form additional class? Space for additional class? ISM: based on enrollment by GR. QIE/Cluster Magnet: School specific. Supplements regular allocation. "Regular" based on: school size, # teachers, CS & special needs</p> <p>Based on enrollment in GR 1-6, # lunch periods & size of playground</p>	<p>K: ≥25 students and considerations: Need? Less expensive to form additional class? Space for additional class? Inst. Data Asst: based on enrollment by Gr. Sp. Prog/Cluster Magnet: School specific. Supplements regular allocation. "Regular" based on: school size, # teachers, CS & special needs.</p> <p>Based on enrollment in GR K-6, # lunch periods & size of playground</p>
	3 positions serving Global Access tech	no line item	no line item

MIDDLE SCHOOL STAFFING

Position	1998	2003	2008
Principal	1 per school	1 per school	1 per school
Assistant Principal	1 per school. 2nd allocated to schools projected to have ≥ 900	1 per school projected to have > 600 students. 2 per school > 900 students	1 per school projected to have > 600 students. 2 per school > 900 students
Student Support Specialist	no line item	allocated based on size, ed load and other programs that impact on school's admin. workload	allocated 1st to schools without a 1st or 2nd AP and then to schools > 1000
Counselor	Goal: projected 300:1. Budget reflects average of 278:1	FY2002 multiyear initiative for 250:1. Budget reflects 270:1.	Goal: 250:1. Budget reflects average of 223:1.
Media Specialist	1 per school	1 per school	1 per school
Classroom Teacher/Kindergarten teacher	regular enrollment x 7 (pds per day) (Av. CS of) 28.9 x 5 (pds per day) 1,241.6 teachers budgeted. 12 positions for 0.2 position to coordinate each of <i>Success for Every Student</i> and enriched and innovative programs in each school. Goal: limit classes over max CS guidelines to 70 (28 in English & 30 in other academic subjects).	regular enrollment x 7 (pds per day) (Av. CS of) 28.9 x 5 (pds per day) Plus 86.6 positions to address large CS, 14 for 0.2 released pds for GT and <i>Success for Every Student</i> coordination, 35 for 1.0 additional math teacher at each school to reduce 7th GR math CS to 20:1.	regular enrollment x 7 (pds per day) (Av. CS of) 28.3 x 5 (pds per day) Plus 94.6 positions to address large CS, 15.2 for 0.2 released pds for GT and <i>Success for Every Student</i> coordination..
Reading Teacher	24 MS received 1.0 reading teacher allocation (4 MS do not have an allocation)	none	none
Staff Development Teacher	none	Beginning FY2001, each school has 1.0 teacher equivalent in released time for existing staff or 1.0 staff devel. teacher	1.0 teacher equivalent in released time for existing staff or 1.0 staff devel. teacher for each school.
Cluster Magnet Teacher/Special Program Teacher	4 positions allocated to Eastern (2.5) and TP (1.5)	7.0 positions to support countywide magnet programs at TP & Eastern MS and 1 for middle years IB.	12.6 positions to support countywide magnet programs at TP & Eastern, Upcounty program at Clemente, and middle years IB.
Disadvantaged/Alternative Teacher	19.5 alternative teacher positions and 19 for disadvantaged. Allocated based on need to improve achievement of low-average-achieving students	no line item	no line item
Academic Intervention Teacher	no line item	41.5 positions allocated by school intervention plans with most need	41.5 positions allocated by school intervention plans with most need

MIDDLE SCHOOL STAFFING

QIE Teacher	7 positions allocated to Argyle, Eastern, Forest Oak, Key, Lee, Parkland & Sligo as identified by need	no line item	no line item
Special Needs Teacher	14 positions allocated to schools based on plan to serve students with behavioral and/or motivational problems that interfere w/ learning in self-contained program w/ below-average class size	none	none
Mainstreaming Support	Allocations ranging from 0.2 to 0.6 depending size of local school's Intensity 4 program.	allocations range from 0.2 to 0.6 depending on size of local school special ed classes	no line item
Resource Teachers	1 release period per resource teacher	1 released period per resource teacher	1 released period per resource teacher
Program Support Teachers	no line item	35 positions to support successful completion of Alg1 by end of Gr 9. 1 position per MS to lower CS in Gr 7 math ≤ 20 .	38 positions to support successful completion of Alg1 by end of Gr 9. 1 position per MS to lower CS in Gr 7 Math $B \leq 20$.
ESOL Staffing	Itinerant allocations based on actual ESOL enrollment at 31.5:1. METS program staffed at 30:1. 5.5 teacher positions and 7.8 instructional assistant positions support METS.	Itinerant allocations based on actual ESOL enrollment at 32:1. METS program staffed at 30:1. 5.5 teacher positions and 6.8 instructional assistant positions support METS.	Itinerant allocations based on actual ESOL enrollment at 35:1. METS program staffed w/ 1 teacher per METS class. 7.0 teacher positions and 5.3 paraeducator positions support METS.
Administrative Secretary	1 per school	1 per school	1 per school
School Secretary I and II	1.25 10-mo school secretary I per school. Additional 1.0 for Eastern and TP magnet. 10 largest MS receive 1.0 secretary II.	1.25 10-mo school secretary I per school. Additional 1.0 for Eastern and TP magnet. 11 largest MS receive 1.0 secretary II.	Additional 1.0 for Eastern, TP & Clemente magnets. 18 largest MS receive 1.0 secretary II.
Financial Assistant	1 per school	1.0 per school	1.0 per school
Guidance Secretary	1 per school	1.0 per school (12 mo Sec II)	1.0 per school (12 mo Sec II)
Media Services Technician	1.0 at Eastern for special program support	1.0 at Eastern for special program support	1.0 at Eastern for special program support
Media Assistants	0-899 = 1.0, 900+=1.5	0-899 = 1.0, 900+=1.5	0-899 = 1.0, 900+=1.5
User Support Specialist	no line item	no line item	1 per school

MIDDLE SCHOOL STAFFING

Instructional Assistants	0.75 position for Instr. Systems in Math (ISM), .75 position for computer lab, "regular" allocation for individual school needs. 6 schools receive 0.5 position to support project basic tests.	0.75 position for Instr. Systems in Math (ISM), .75 position for computer lab, "regular" allocation for individual school needs. 6 schools receive 0.5 position to support project basic tests.	Called "Paraeducator" 0.75 position for Instr. Data Asst. .75 position for computer lab except as traded towards a 1.0 user support specialist, "regular" allocation for individual school needs.
Student Monitor	6 positions. Goal: 1 position per school	6.0 positions. Goal: 1.0 per school	no line item
Security Team Leader/Security Assistant	Allocated based on need. At least 1 security asst per school. 8 MS have 2.0 positions.	57 security asst. positions allocated by need. Goals: 2.0 assts per school.	69 security asst. positions allocated by need. Goals: 2.0 assts per school.
Lunch Hour Assistants	8 hrs of lunch aide time per school	8 hrs of lunch aide time per school	8 hrs of lunch aide time per school

HIGH SCHOOL STAFFING

Position	1998		2003		2008	
	1 per school		1 per school		1 per school	
Principal	1 per school. 2 per school projected to have ≥ 900 (Poolesville has 2). 3 per school ≥ 1800.		1 per school. 2 per school projected to have ≥ 900. 3 per school ≥ 1800.		1 per school. 2 per school projected to have ≥ 900. 3 per school ≥ 1800. 4 per school ≥ 3000	
Assistant Principal			allocated based on size, ed load and other programs that impact on school's admin. workload		allocated first to school <3 Aps and then to largest schools.	
Student Support Specialist	no line item					
Counselor	Goal: 300:1. Budget reflect average of 287:1		In FY2002, multiyear initiative for 250:1. Budget reflects 265:1. Plus: 1 to Blair HS to support Special Alternative and Remedial Classes (SPARC) and 2 for NE Consortium		BOE goal is 250:1 Budget reflects average of 245:1. 3 additional: 1 for NE Consortium and 2 for MC Partnership.	
Media Specialist	1 per school and 2 for 5 largest schools		1.0 per school and 2.0 for 5 largest schools		1 per schools and 2 for 9 largest schools	
Classroom Teacher/Kindergarte n teacher	regular enrollment x 6.8 (pds per day) (Av. CS of) 31.1 x 5 (pds per day) 4.2 positions to coordinate SSL. 27 positions for Edison. 8.3 for Blair SPARC (Special Alt & Rem. Classes). 5 for Poolesville small enrollment.		regular enrollment x 7 (pds per day) (Av. CS of) 30.1 x 5 (pds per day) Plus 162.2 positions to address large CS, 4.6 for released time for SSL coordination, 32.1 to reduce Alg1 CS to 20:1. 27 positions for Edison. 8.3 for Blair SPARC. 5 for Poolesville small enrollment.		regular enrollment x 7 (pds per day) (Av. CS of) 30.1 x 5 (pds per day) Plus 162.2 positions to address large CS, 5.0 for released time for SSL coordination, 25 to lower CS to support inclusion. 27 positions for Edison. 8.3 for Blair SPARC. 5 for Poolesville small enrollment.	
Teachers for ESOL Support	3 positions to support high % ESOL schools		13 positions to support high % ESOL schools		13 positions to support high % ESOL schools	
Staff Development Teacher	none		Beginning FY2001, each school has 1.4 teacher equivalent in released time for existing staff or 1.4 staff devel. teacher		each school has 1.0 teacher equivalent in released time for existing staff or 1.0 staff devel. teacher	
Cluster Magnet Teacher/Special Program Teacher	17.5 positions to Blair magnet (9.5), Richard Montgomery IB (4), Kennedy Leadership Training Institute (1), Einstein visual art (2), and Poolesville Global Ecology (1)		36.1 positions to Blair magnet (9.5), Richard Montgomery IB (4), Poolesville Global Ecology (1.2) and signature programs/schools (21.4)		73.4 positions to Blair magnet (9.5), Richard Montgomery IB (4), Poolesville Global Ecology (1.2), NE Consortium (7.4), Downcounty Consortium (28.2) and signature programs/schools (23.1)	

HIGH SCHOOL STAFFING

Disadvantaged/Alternative Teacher	43.5 alternative positions to support <i>Success for Every Student</i> outcomes w/ emphasis on low to average-achieving students. 31 alternative position allocated to special program & centers (Tahoma, The Other Way, Kingsley, Gateway, Journey, Karma, Lynbrook and the New School.) Remaining 12.5 alternative positions and 14 disadvantaged positions allocated based on school need.	no line item	no line item
Academic Intervention Teacher	no line item	15 positions allocated by school intervention plans with most need	15 positions allocated by school intervention plans with most need
QIE Teacher	Schools identified by need. 5 schools received staffing support	no line item	no line item
Vocational Support	18 positions to 19 schools to support career development programs including cooperative work experience, internships and Career Connections initiatives	20 positions to 22 schools to support career development programs including cooperative work experience, internships and Career Connections initiatives	19.5 positions to 24 schools to support career development programs including cooperative work experience, internships and Career initiatives
Resource Teachers	2 release period for English, math and 1 release for all other resource teachers, including athletic director	1 released period per resource teacher	1 released period per resource teacher
Career Prep Teachers	Positions allocated to support school-based and county-wide CTE programs	Positions allocated to support school-based and county-wide CTE programs	Positions allocated to support school-based and county-wide CTE programs
Agricultural/Horticulture Teachers	Damascus, Gaithersburg & Sherwood each receive 1 position	no line item	no line item
Program Support Teachers	no line item	31.1 positions to lower Alg1CS	22.1 positions to lower GR9 math CS
ESOL Staffing		15 HS have ESOL centers staffed at 30:1 with 21.90 instr. Assts. 1 resource teacher for each Intensive English Language Center. METS is staffed at 15:1 with 3 positions and 1.5 instr. Asst positions.	18 HS have ESOL centers staffed at 30:1 with 23.4 instr. Assts. 1 resource teacher for each Intensive English Language Center. METS is staffed with 1 teacher per class with 10.0 positions and 5.0 paraed positions.

HIGH SCHOOL STAFFING

Administrative Secretary	1 per school	1.0 per school	1.0 per school
School Secretary I and II	Allocations based on: 0-999 1.5, 1000-1249 2.5, 1250-1449 3.0, 1450-1599 3.5, 1600-1844 4.0 1845-1999 5, 2000+ 5.5. Guidelines allow for addition .5 to follow up on student absences.	Increase 6.5 positions over FY2000. Allocations range from 2 at Poolesville to 6 at Blair.	Allocations range from 1.5 at Poolesville to 8.6 at Blair.
Business Manager	1 per school	1 per school	1 per school
Financial Assistant	1 per school	1 per school	1 per school
Guidance Secretary	1 per school	1 per school (12 mo school sec II)	1 per school (12 mo school sec II)
School Registrar	1 per school	1 per school	1 per school, additional 0.5 for Blair
Career Information Coordinator	1 per school	1 per school	1 per school
Media Services Technician	1 per school. 2 for Blake and Blair for special program support	1 per school. 2 for Blake and Blair for special program support	1 per school. 2 for Blake and Blair for special program support
Media Assistants	Allocations based on: 0-999 1.0, 1000-1449 1.5, 1450-1549 2.0, 1550-1629 2.5, 1630-1819 3.0 1820-1999 2.5, 2000+ 4.0.	56 positions based on enrollment ranging from 1 at Poolesville to 4 at Blair	54.5 positions based on enrollment ranging from 1 at Poolesville to 4 at Blair

HIGH SCHOOL STAFFING

Instructional Assistants/Paraeducators	.75 position for computer lab. 12 schools receive 0.5 position to support <i>Success for Every Student</i> outcomes on functional tests. 22 positions are program specific (Blair SPARC and Magnet, Richard Montgomery IB, 4 schools w/ JROTC, 3 schools w/ ESOL support positions, Damascus Voc. and Edison). New School, Gateway, Tahoma, Whittier & Journey receive allocations. English composition assistants budgeted based on projected # of sections of Language Writing Workshop 1 & 2 and Practical Writing 1 & 2. The # of sections is estimated by dividing the total # GR 9 & 11 students by 50. 3.1-6 sections= 875, 6.1-9= 1.313, 9.1-12=1.75, 12.1-15=2.188, 15.1-18=2.626, 18.1-21=3.063, 21.1-24= 3.5	.75 position for computer lab. 12 schools receive 0.5 position to support project basic tests. 22 positions are program specific (Blair SPARC and Magnet, Richard Montgomery IB, 5 schools with JROTC, 3 schools w/ ESOL support positions, Damascus Voc. and Edison) English comp. assistants are budgeted based on projected # of English A and B and English 11A and B. # GR 9 & 11 students divided by 50. ≤ 6 sections=7 hrs, ≤12 sections=14 hrs, ≤18 sections=21 hrs, ≤24 sections=28 hrs, ≤32 sections=35 hrs	22 positions are program specific (Blair SPARC and Magnet, Richard Montgomery IB, 5 schools with JROTC, 3 schools w/ ESOL support positions, Damascus Voc. and Edison) English composition assistants are budgeted based on projected school enrollment. <10 sections=12 hrs, ≤14 sections=14 hrs, ≤15 sections=18 hrs, ≤18 sections=20 hrs, ≤20 sections=21 hrs, ≤32 sections=32 hrs.
Student Monitor	18 positions allocated to 18 schools	22 of 23 schools have student monitors	no line item
Security Team Leader/Security Assistant	79 positions. Teams range in size from 1 at Poolesville to 7 at Blair	102 positions allocated based on need. Teams range from 2 at Poolesville to 8 at Blair	135 positions allocated based on need. Teams range from 2 at Poolesville to 8 at Blair

Office of School Performance
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March 5, 2007

MEMORANDUM

To: Elementary School Principals

From: Donald H. Kress, Chief School Performance Officer
Stephen L. Bedford, Assistant Chief School Performance Officer
Ursula A. Hermann, Community superintendent
Mark E. Kelsch, Community Superintendent
LaVerne G. Kimball, Community Superintendent
Heath E. Morrison, Community Superintendent
Frank H. Stetson, Community Superintendent
Adrian B. Talley, Community Superintendent

Subject: Initial Staffing Allocations—FY 2008

The attached summary staffing grid and, as appropriate, special education, ESOL, and Title I Focus school grids reflect preliminary staffing allocations for your school for FY 2008. You should highlight staffing changes from the current school year grid (copy attached) to assist in identifying involuntary transfers. **Please maintain this and future updates of the FY 2008 grid information for easy reference throughout the staffing process.** Position job codes are included on the staffing grid with the position titles. The "Staffing Notes" section at the bottom of the grids identifies special staffing decisions for your school. These notes are clarifications of unique staffing allocations. The Office of School Performance (OSP), Office of Curriculum and Instructional Programs (OCIP), and the Office of Special Education and Student Services (OSSES) have worked closely throughout the staffing process to coordinate the allocation of resources. The FY 2008 School Staffing Guidelines are attached (*Attachment 1*). **Please keep in mind that all allocations are tentative, pending final Board of Education action in June 2007 on the operating budget.**

Classroom Teacher Positions

Kindergarten and Grades 1–6 classroom teacher allocations are based on revised enrollment projections from February 2007 by the Division of Long-Range Planning. With the exception of the kindergarten class-size initiative (58 focus schools initially staffed with a ratio of 15:1), kindergarten positions have been distributed on a formula of **one teacher for every 25 students**. Positions have been allocated to reduce class sizes in Grades 1 and 2 in 58 focus schools at a 17:1 ratio. Continuing in FY 2008, there are 149.1 teacher positions to support elementary Board of Education maximum class size guidelines at 26 in Grades 1–3 and 28 in Grades 4 and 5.

There are a limited number of reserve positions to be used to support schools that experience a significant enrollment increase during the summer. Also, principals can expect staffing to be pulled that is not supported by actual enrollment. Adjustments in position allocations will be based on actual enrollment numbers in the student database and enrollment trends in prior years. It is important that your enrollment database is maintained throughout the summer, including the withdrawal of students not returning for the 2007–2008 school year. This is critical in maintaining the integrity of our staffing decisions and will be monitored as you submit your school organizational plans.

When the deviation between the actual enrollment and the projected enrollment supports a change in the number of positions allocated (increase or decrease), please send a Request for Additional Staffing Form (*Attachment 2*) to your community superintendent. At least one plan for organizing the school also must be included. An organizational plan form is attached (*Attachment 3*). Please note that the organizational plan includes your Reading Initiative plan, information about inclusion of special education students into regular classes, and how you utilize other professional support (except counselors and staff development teachers). This additional information will assist us in reviewing your organizational plan and in considering additional staffing requests. An organizational plan based on actual enrollment is to be sent to your community superintendent **every month beginning on June 4**. Community superintendents will monitor deviations from projected enrollments throughout the staffing process. **In situations when the enrollment at your school is below the projection, please be prepared for staff allocation reductions.**

Organization of the Instructional Week

Each elementary school has the responsibility to organize each day and week to include instruction in reading/writing/language arts, mathematics, science, and social studies, pre-kindergarten to Grade 5. There are 1575 minutes of instructional time in a week or 315 minutes in a school day to accomplish this. The challenge to develop a master schedule that fulfills this responsibility and provides developmentally appropriate art, music, and physical education at each grade level varies from school to school. Given individual school considerations, there are instructional guidelines that maximize student learning, provide fidelity of curriculum implementation, and support school improvement goals. These guidelines can be found in the instructional guides for reading/writing/language arts, mathematics, science, and social studies. Art, music, and physical education guidelines are in Attachment 4. Community superintendents and directors of school performance are available if support is needed in developing your schedule.

Additional considerations include:

- Scheduling instruction at a time in the day most conducive to student learning
- Providing common planning time for grade level teams, ESOL teachers, and special education teachers
- Providing common planning time for vertical articulation

- Maximizing instructional time by minimizing the number of transitions and amount of time for transitions
- Maximizing use of support staff
- Daily reading/language arts, mathematics, science, and social studies instruction for kindergarten through Grade 5
- Daily reading and mathematics instruction for pre-kindergarten
- **The new negotiated agreement between MCPS and MCEA (effective July 1, 2007) specifies that each elementary teacher will have at least four hours and 15 minutes (255 minutes) per week of planning time during the student day. Appropriate use of this time includes individual planning and preparation, team planning, and individual professional development.**

Title I Focus Schools

For FY 2008, there are 23 focus schools receiving Title I federal funds. These 23 Title I schools receive a staffing allocation based on the Title I per-pupil allocation (PPA) that is calculated annually. The number of Free and Reduced-price Meals System (FARMS) students enrolled in the school as of October 31, 2006, is multiplied by the PPA to determine the funds available for teacher, paraeducator, or parent community coordinator positions. Remaining school based funds are allocated for instructional materials, school wide initiatives, or professional development, or additional funds are added to the central Title I allocations for family involvement or extended day programs. Schools currently on the Maryland State Department of Education watch list or in need of improvement must reserve 10 percent of their allocation for professional development. All Title I budgets are reviewed by the Division of Academic Support, Federal and State Programs and approved by the community superintendent.

Principals work closely with their community superintendent and the Division of Academic Support, Federal and State Programs (DASFSP), to develop a comprehensive plan, based upon scientifically-based research and Title I criteria, that details the use of staff to meet identified needs. Central Title I funds provide a 0.5 FTE Math Content Coach (MCC) and supplemental ESOL teacher(s). A Title I funded 0.5 FTE gifted and talented teacher is provided for 20 schoolwide Title I schools. As needed, school-based Title I funds are used to support a 0.5 FTE Reading Recovery teacher (or reading specialist in the four Reading First schools) and other Focus positions identified by the schools in collaboration with the community superintendent. The following options may be considered in filling remaining school-based Title I funded unspecified focus teacher allocations: additional MCC, gifted and talented, Reading Recovery, ESOL, reading, writing, or mathematics support, mentor, class size reduction in Grades 3–5, or other priorities as identified in the school improvement plan. Principals confer with their community superintendent and DASFSP on the use of the unspecified Title I focus positions and receive approval from their community superintendent before assigning individuals through the Department of Recruitment and Staffing. Please keep in mind that all professional staff in core academic areas must be highly qualified. In schoolwide programs, all paraeducators with

instructional duties must meet the highly qualified requirements. All paraeducators funded through Title I in targeted assistance programs must also meet these qualifications.

The Title I designation for the 23 schools is stated on the FY 2008 summary staffing grid in the "Staffing Notes" section at the bottom of the page. Staffing for the 23 Title I schools is included on the summary staffing grid as well as on the detailed Title I Focus school grid. Principals are required to complete the detailed grid with the name and employee identification number of the person assigned and return it to DASFSP by **April 30, 2007**. This will allow DASFSP time to ensure that assigned teachers and supporting services staff are correctly charged to the Title I grant, included in training, and complete the required programmatic evaluations, including reports on highly qualified staff. If a Title I focus position has not been assigned by this date, principals are to provide this information on monthly revisions of the detailed Title I Focus School grid sent to DASFSP.

Grades 1 and 2 Reading Initiative Teachers

Reading Initiative teacher positions have been reviewed and adjusted based on projected enrollment for the first and second grades in your school. The allocation is based on a formula that provides reading classes with an initial student/teacher ratio of 17:1 or below. In addition, the allocations take into account the need for appropriate planning time. Please remember that Reading Initiative allocations are not given to the Grades 1 and 2 in the 17:1 lower class-size initiative schools. As a reminder, the Reading Initiative positions must be used exclusively in Grades 1 and 2 during a daily uninterrupted block of 90 minutes of reading/language arts instruction.

Reading Initiative teachers are calculated by the following formula:

$$\text{FTE} = ((\# \text{ Grades 1 and 2 sections at 17:1 ratio}) - (\# \text{ Grades 1 and 2 classroom teachers})) / 2 \text{ classes} \times .5 \text{ FTE}$$

Academic Intervention Teachers

Academic Intervention teacher positions have been allocated to community superintendents based on a concentrated poverty formula. These positions are zero-based each year and are directed by your community superintendent. Allocations for these positions may not be reflected in the initial staffing grid sent to schools. As allocations of these positions are made, new grid will be sent to schools.

Art, Music, and Physical Education Teachers

Elementary schools have been allocated art, music, and physical education teacher positions based on the estimated number of classroom teacher stations, which includes regular classroom teachers, kindergarten sections, pre-kindergarten, and special education classes for students who

receive more than 18 hours of special education each week. The budgeted number of art, music, and physical education teacher positions has been increased by 1.0 each for FY 2008. The art, music, and physical education coordinators have reviewed the ranges to ensure that allocations will meet guidelines for instructional time.

Art, music, and physical education positions are allocated using the following revised table:

<u>Number of Teacher Stations</u>	<u>Allocation</u>	<u>Number of Teacher Stations</u>	<u>Allocation</u>
42+	1.8	24-25	1.0
40-41	1.7	21-23	1.0
37-39	1.6	19-20	0.8
35-36	1.5	16-18	0.7
33-34	1.4	14-15	0.6
31-32	1.3	12-13	0.5
28-30	1.2	10-11	0.4
26-27	1.1		

Schools participating in the original opera program receive an additional 0.1 FTE music teacher allocation, and those participating in the integrated arts pilot program receive an additional 0.1 FTE teacher allocation each for art, music, and physical education.

The Elementary Art, Music, and Physical Education Guidelines are included (*Attachment 4*) to help with scheduling. Each general/choral music schedule should include a chorus period scheduled within the instructional day, not during recess, plus one optional ancillary class such as a second chorus, Orff, or recorder class. **Keep in mind, a stipend payment of \$1,008 is available for every elementary school, based on time outside of normal duty hours required to conduct an extracurricular program.** If you have questions about unique scheduling situations in art, music, and physical education, please consult the appropriate art, music, and physical education coordinator for assistance. Once a school's schedule for art, music, and physical education teachers has been finalized in August, please submit a copy to the coordinators in the Office of Curriculum and Instructional Programs. These will be shared with the community superintendents and updated as staffing allocations change.

Instrumental Music

The coordinator of instrumental music monitors this program and works with principals, the Department of Recruitment and Staffing, and community superintendents for the best utilization of these positions. There are 37.2 FTE instrumental music teacher positions to provide instruction for students in Grades 4-5 in preparation for participation in a secondary band or orchestra program. If you have questions or concerns on scheduling instrumental music classes,

please contact Mr. Rick Penix, coordinator of instrumental music, Department of Curriculum and Instruction, at 301-279-3836 for assistance.

Team Leaders

As part of the initiative on building a skillful workforce and the recognition that there are leadership responsibilities in elementary schools, elementary team leaders will receive a salary supplement of \$1,500 and three days of summer employment. Elementary team leaders are expected to lead, manage, and facilitate team activities at the school level. Team leaders must be full-time, ten-month professional employees (e.g., K-5 classroom, art, music, physical education teachers, special education teachers, ESOL teachers, reading specialists, counselors). *Attachment 5* is a blank copy of the form you will receive to confirm or change team leader assignments. It is critical to make this decision by **June 15** to ensure appropriate compensation in FY 2008.

Special Education Positions

Special education staffing was completed through the collaboration of special education staff and community superintendents. A thorough analysis of teacher to student ratio was completed for each school in an effort to equalize staffing across the school system. Initial staffing for FY 2008 is based on the data from the monthly Special Education Data System (SEDS) reports that have been checked by principals and supervisors of special education, in conjunction with the information regarding students transitioning to kindergarten or sixth grade. Future SEDS will be reviewed through the end of the school year to confirm that staffing is appropriate for each school.

The Department of Special Education maintains a limited number of reserve positions to be allocated to support schools that experience a significant increase in special education enrollment during the summer; therefore, principals can expect staffing that is not supported by actual enrollment to be pulled. In order for staffing allocations to reflect the needs of the school, it is imperative that placement decisions made in July and August are processed immediately at the school level. Each new special education student needs to be enrolled in your school and their special education service entered on the Legacy Special Education Data System (Legacy SEDS) so the final special education staffing allocation reflects the actual needs of your school.

Requests for additional special education staffing due to over-enrollment should be submitted to your special education supervisor and community superintendent starting in April and continuing through July. The supervisor will work with the school to review students' Individualized Education Programs (IEPs) and evaluate current resources and scheduling to determine whether the need can be addressed with existing staff in the school or cluster. If the staffing need cannot be addressed, the supervisor will make a request for additional staffing to the director of the Division of School-Based Special Education Services or the director of the Division of Preschool Special Education and Related Services, as appropriate. The director of special education services, the director of special education operations, and the division directors will review these

requests during July and determine next steps, including referral to the associate superintendent for special education and student services for approval of additional staffing if necessary. Final staffing adjustments will be made by the end of July.

A very limited number of reserve positions will be available to address staffing concerns after school begins. However, requests for additional special education staffing should be submitted to your special education supervisor as the need arises throughout the year. Staffing requests submitted to special education supervisors will be reviewed by the director of special education services, the director of special education operations, and the associate superintendent for special education and student services each Monday throughout the school year.

The delivery of special education services may consist of a variety of instructional models, including inclusive services for students participating in the general education classroom or in a self-contained setting, based on the individual needs of the students. Students are instructed in the general education curriculum with differentiated instruction to accommodate various learning needs. Some students receive instruction in the Fundamental Life Skills curriculum, as appropriate to meet their needs.

Special education teachers and paraeducators are resources schools use to assist with the delivery of instruction to support the needs of students with disabilities in the general education setting, as well as self-contained settings. With staffing, professional development, scientifically research-based interventions, and technical assistance, you will be able to provide a continuum of special education services ranging from small group instruction to inclusion in co-taught general education classrooms. Schools implementing the Home School Model, delivering special education services in the general education environment, can also offer small group instruction if needed. When you allocate staff to support students with disabilities in an inclusive setting, assign special education teachers and paraeducators to the critical content areas of reading/language arts and mathematics first, to assist in the delivery of instruction in the least restrictive environment (LRE). In this setting, the materials used for general education student assignments are modified for the students receiving inclusive services. Paraeducators in a general education setting are responsible for supporting the class based upon the guidance provided by the general and special education teachers. Paraeducators assigned to self-contained settings provide support to students throughout the instructional day, including specials such as art, music, and physical education.

ESOL/METS Positions

ESOL/METS staffing was completed through collaboration between the community superintendents and the Division of ESOL/Bilingual Programs by analyzing needs and services required by legal mandates. Since prekindergarten students attend school for half a day, each student is counted as a .5 (half-time) student. Kindergarten–Grade 5 students are full day, therefore they are counted as one (full-time) student. The staffing ratio of 44:1 is calculated using the total number of these students. Note that in some circumstances this may result in

assigning a teacher to more than one school. In addition, **whenever an intern is assigned, this individual is counted against a budgeted allocation as a regularly assigned teacher.**

In developing the ESOL schedule, the first step should be to schedule ESOL students by grade band (i.e., prekindergarten, kindergarten, 1, 2, 3-5), then by proficiency level during the Reading/Language Arts block. Prekindergarten ESOL students should be served in the same manner as students in Grades K-5. ESOL instruction should not be scheduled during the students' guided reading group. Principals are to complete the ESOL allocation assignment sheet that accompanies the detailed ESOL grid, as explained on the form, and return the form to the ESOL office for review no later than **August 31, 2007.**

Elementary ESOL allocation adjustments will be based on the ESOL enrollment as of October 31. This date coincides with the enrollment increases resulting from summer registrations through the International Student Admissions Office and the identification of prekindergarten and kindergarten students eligible for ESOL services via the state-mandated English language proficiency test.

Questions regarding scheduling should be directed to Dr. Karen Woodson, director, ESOL/Bilingual Programs, at 301-230-0670, or to Mrs. Lois Wions, supervisor, ESOL instruction, at 301-279-3057.

Paraeducators and Lunch Hour Aides

The process to make paraeducator and lunch hour aide time more equitable has continued. As a result, some schools may see reduction adjustments in the number of hours of paraeducator or lunch aide time. The intent is to provide similar resources to schools of comparable enrollment. As in the past, OSP is maintaining a reserve to be allocated in September to help address specific class size issues. **Reminder:** When scheduling paraeducators, please consider providing reasonable and customary work breaks as noted in SEIU Local 500 Negotiated Agreement Article 13, Item J.

Building Service Workers

For FY 2008, the Division of School Plant Operations has made adjustments in the allocation of building service employees for some schools. These changes were made to accommodate expanded facility size. Questions concerning these allocations should be directed to Ms. Dianne Jones, director of school plant operations, at 240-314-1075.

Elementary School Copier Support

The FY 2008, central copying services will continue to be provided through Copy Plus. This includes the copying of certain unit assessments, formerly the responsibility of teachers. The teacher assistant positions originally allocated to support copying at the school level have been realigned to support Copy Plus.

Full-Time Equivalent Position

Positions are budgeted as full-time, 8 hours, but are frequently allocated in smaller increments. The following tables convert the equivalents of a full-time position (FTE) to hours:

Supporting Services		Professional	
<u>FTE Positions</u>	<u>Hours (Daily)</u>	<u>FTE Positions</u>	<u>Hours (Bi-Weekly)</u>
1.000	8	1.0	80
.875	7	.9	72
.750	6	.8	64
.625	5	.7	56
.500	4	.6	48
.375	3	.5	40
.250	2	.4	32
.125	1	.3	24
		.2	16
		.1	8

Less Than Full-Time Equivalent Positions

Beginning FY 2008, principals will grant seven hours of planning time per normal week, at least 4 hours and 15 minutes of which will be during the student day.

Guidelines for Elementary Teachers Employed Less than Full-Time

[1.0 FTE = 7.5 hours in building (including 30-minute lunch)
+ 1 hour @ home = 8 hours]

Allocation FTE	Number of Minutes In Building Per Week (excluding lunch)	Planning Minutes Per Week*
0.1	42 minutes per day x 5 days = 210 minutes	42 minutes
0.2	84 minutes per day x 5 days = 420 minutes	84 minutes
0.3	126 minutes per day x 5 days = 630 minutes	126 minutes
0.4	168 minutes per day x 5 days = 840 minutes	168 minutes
0.5	210 minutes per day x 5 days = 1,050 minutes	210 minutes
0.6	252 minutes per day x 5 days = 1,260 minutes	252 minutes
0.7	294 minutes per day x 5 days = 1,470 minutes	294 minutes
0.8	336 minutes per day x 5 days = 1,680 minutes	336 minutes
0.9	378 minutes per day x 5 days = 1,890 minutes	378 minutes

*Note that planning time is PER WEEK. The amount of planning time does not have to be the same each day of the week.

Positions Pending Budget Approval

The Board of Education FY 2008 operating budget includes additional positions. These positions will not be allocated to schools until they have been funded by the County Council in May and approved by the Board of Education in the final budget in June. These positions/allocation include:

- Additional IDA hours so each school has a minimum of 6 hours (.75 FTE) per day.
- Additional team leader allocation so that each school has a minimum of seven team leaders.
- Additional assistant principal positions to increase the number of schools with two administrators. These positions will be allocated to the schools with the largest projected enrollment and greatest number of professional staff members.

Staffing Procedures

Every school is assigned a staffing specialist to handle all staffing needs for that school. Principals should contact their assigned staffing specialist in the Department of Recruitment and Staffing (DRS) to discuss vacancies, filling vacancies, applicants, or any other staffing situation. Please refer to the staffing calendar for applicable dates. It is expected that scheduling is completed so that all classes are taught by teachers designated as highly qualified. *Attachment 6* provides staffing specialist cluster assignments.

The DRS is responsible for recruiting a high quality and well-diversified pool of applicants for teaching and supporting services positions. Recruitment and hiring are based on the staffing allocations and on the vacancies that are posted in the countywide Vacancy Database. The DRS ensures that only allocated positions are filled. **It will not be possible to process a staffing recommendation form for any position not included on the staffing grid or to compensate a person who begins an assignment without approval or an allocation for that assignment.**

The Human Resources Information System (HRIS) does not allow overhire situations, even for short periods of time. When such an issue arises, send a memorandum immediately to your community superintendent with copies to Ms. Jane Woodburn, director, DRS, and Ms. Nicola Diamond, executive assistant to the chief operating officer. Only rarely will these special exceptions be approved.

A summary of critical dates for elementary school staff is attached (*Attachment 7*), along with a copy of the instructional staffing (teachers/assistants) calendar (*Attachment 8*), to share with appropriate staff. If you have any questions or concerns regarding staffing allocations, please contact your community superintendent or the director of school performance in the Office of School Performance.

FY 2008 Elementary School Staffing Guidelines (as resources permit)

Decision Criteria for Staffing, Elementary Schools, Professional

Abbrev	Position	Decision Guide
Prin 0500	Principal	One per school
AP 0510	Assistant Principal	Staffing is based on enrollment and number of professional staff. Pending budget approval, 15 additional positions will be allocated.
Trn 0511	Principal Intern	Schools identified by community superintendents.
CRTchr 1001	Classroom Teacher*	These positions for Grades 1-5 are allocated based on enrollment projections for principals to organize the school with class sizes of 26 or less in Grades 1-3, 28 or less in Grades 4-5. Additional classroom teacher positions are provided to the highest educational load schools in order to fulfill the Grade 1-2 class size initiative at 17 students per class.
AcSpt 1001	Academic Intervention	Community superintendents will allocate these positions based on school needs.
CM 1001	Cluster Magnet Teacher	These positions are allocated to support strategic change efforts.
StfDev 1009	Staff Development Teacher	One per school.
Focus 1031	Focus Teacher —	These positions are allocated to the high educational load schools. Focus teachers are locally and Title I funded.
RdgSpt 1012	Reading Initiative Teacher*	This staffing supports the Reading Initiative program. For schools receiving additional staffing for class size reduction in Grades 1 and 2, no additional allocations are authorized for the program.
PRK Tchr 1017	Pre-Kindergarten Teacher	Positions are allocated with a 0.5 teacher per 2.5 hour class.
ESL Tchr 1032	ESOL Teacher*	ESOL teacher allocations are based on a ratio of one teacher for every 44 ESOL students, including pre-K; METS teacher allocations are based on pupil/teacher ratio of 15:1.
Rdg 1033	Reading Specialist	One per school.
SpEd Tchr 1034	Special Education Teacher*	These positions are allocated to schools according to placement of programs and anticipated enrollments for each.
Spch Path 1035	Speech Pathologist	These positions are allocated to schools according to anticipated speech service needs at each school, as designated by Individual Educational Plans.

Kdg Tchr 1036	Kindergarten Teacher*	These positions are allocated on a ratio of one teacher for every 25 students and one for every 17 students at the Focus schools.
PE 1037, Art 1038, Mus 1039	Physical Education, Art, Music Teachers	These allocations are based on the estimated number of teacher stations initially allocated. The formula is based on one specialist being able to teach 5 or 6 classes per day at the recommended class times for each grade level. Pre-kindergarten, Head Start, and special education classes are included in the calculations and are adjusted by 1/3 for fewer minutes of instruction.
Inst Mus 1040	Instrumental Music Teacher	These 37.2 positions are allocated to schools based on the participation in instrumental music programs, Grades 4-5.
SpEd RRm 1046	Special Education Resource Room Teachers	These positions are allocated based on the school's projected enrollment.
Coun 1044	Counselor	One per school.
MedSp 1052	Media Specialist	One per school.
HdSt Tchr 1101	Head Start Teacher*	Allocations and programs are made through the Division of Early Childhood Education Programs with a 0.6 teacher assigned to a 3 hour, 15 minute class.
SpOth Tchr various	Special Education Other Teacher	These positions are allocated to supplement existing programs.
RR Tchr	Reading Recovery Teacher	These 12.0 positions provide support to schools who are identified to implement Reading Recovery.

* Note: Allocations based on a higher than budgeted ratio to assure a reserve to respond to situations where actual enrollments vary from projections.

FY 2008 Elementary School Staffing Guidelines

Decision Criteria for Staffing – Elementary Schools, Supporting Services

Abbrev	Position	Decision Guide
Adm Sec 4250	Administrative Secretary	One per school.
Sec 1 10 m 4210 4221	Secretary I, 10 months	One per school.
Md Ast 6620 6625	Media Assistant	These positions are allocated to schools using the guide: 1.0 media assistant to schools with projected enrollment above 450; .5 media assistant to schools with projected enrollment under 450.
Prt Spec 6500	Parent/ Community Coordinator	These positions are allocated to East Silver Spring and Rolling Terrace to coordinate community programs.
SpOt SS various	Special Education, Other Support Staff	These supporting services positions are assigned to specific programs.
IA Reg 6600	Paraeducator, Regular	The school's total hours for Grades 1–5 paraeducators are based on the following projected enrollments: <div style="margin-left: 40px;"> 700+ = 1.5 FTE 650-699 = 1.375 FTE 550-649 = 1.25 FTE 450-549 = 1.0 FTE 350-449 = 0.875 FTE Less than 350 = 0.75 FTE </div>
IA 123 6600	Paraeducator, Grades 1–3	These positions are allocated based on specific school program needs.
QIE IA 6600	Quality Integrated Education, Paraeducator	These 19.3 positions provide support to schools with high educational loads.
CM IA 6600	Cluster Magnet, Paraeducator	These 27.5 positions are allocated to schools identified as having cluster magnet programs or other special programs.
ESOL IA 6600	ESOL Paraeducator	These positions are allotted at 0.75 per METS class.
Pre-K IA 6600	Pre-Kindergarten Paraeducator	These positions are allocated at 0.375 FTE per 2.5 hour class.

HS IA 6700	Head Start, Paraeducator	These positions are allocated at .6 FTE per 3 hour 15 minute class.
Focus IA 6600	Focus Paraeducator	Title I schools are provided resources for paraeducator allocations. Locally funded focus paraeducators are allocated to schools with high educational loads and specific program needs.
Lu Hr 6490	Lunch Hour Aide	Allocations are based on the following projected student enrollments: 800+ = 1.875 FTE (15 hours) 750-799 = 1.75 FTE (14 hours) 700-749 = 1.625 FTE (13 hours) 650-699 = 1.5 FTE (12 hours) 575-649 = 1.375 FTE (11 hours) 500-574 = 1.25 FTE (10 hours) 425-499 = 1.125 FTE (9 hours) 350-424 = 1.0 FTE (8 hours) Less than 350 = 0.875 FTE (7 hours) Additional allocations will be provided by the community superintendent based on specific school needs.
DS 6870	Instructional Data Assistant	Allocations are based on a formula using projected student enrollment. Note: Pending budget approval, additional IDA allocations will be provided to schools so that each school has a minimum of 6 hours of IDA (.75 FTE).
SEIA 6550	Special Education Paraeducator	These positions are allocated according to guidelines established in building the operating budget.
BSM 7330	Building Service Manager	One per school.
Ldr 7270 7280	Building Service Leader	One per school.
Wkr 7210	Building Service Worker	These positions are allocated based on the school's square footage.

Office of School Performance
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March 5, 2007

MEMORANDUM

To: Middle School Principals

From: Donald H. Kress, Chief School Performance Officer
Stephen L. Bedford, Assistant Chief School Performance Officer *SB*
Ursula A. Hermann, Community Superintendent *UH*
Mark E. Kelsch, Community Superintendent *MEK*
LaVerne G. Kimball, Community Superintendent *LK*
Heath E. Morrison, Community Superintendent *HEM*
Frank H. Stetson, Community Superintendent *FS*
Adrian B. Talley, Community Superintendent *AT*

Subject: Initial Staffing Allocations—FY 2008

The attached summary staffing grid and detailed special education and ESOL grids reflect preliminary staffing allocations for your school for FY 2008. You should highlight staffing changes from the current school year grid (copy attached) to assist in identifying involuntary transfers. **Please maintain this and future updates of the FY 2008 grid information for easy reference throughout the staffing process.** Position job codes are included on the staffing grid with the position titles. The "Staffing Notes" section at the bottom of the grids identifies special staffing decisions for your school. These notes are clarifications of unique staffing allocations. The Office of School Performance (OSP), Office of Curriculum and Instructional Programs (OCIP), Department of Special Education Operations (DSEO), and the Office of Special Education and Student Services (OSSES) have worked closely throughout the staffing process to coordinate the allocation of resources. The FY 2008 School Staffing Guidelines are attached (*Attachment 1*). **You must keep in mind that all allocations are tentative, pending final Board of Education action in June 2007 on the operating budget.**

Classroom Teacher Positions

Classroom teacher allocations are based on the revised enrollment projections from February 2007 by the Division of Long-Range Planning. Classroom teacher positions (adjusted for full-time resource teachers/interdisciplinary resource teachers) have been assigned according to the formula

$$\text{Classroom Teacher FTE} = \frac{\text{projected regular enrollment} \times 7}{5 \text{ periods a day} \times 27(\text{class size})} + .4(\text{AEIST})$$

The 27.0 ratio in the formula above is unchanged from FY 2007. Resource teachers and resource counselors are allocated as full-time equivalent (FTE) positions (1.0). Principals may provide additional released time to resource teachers/interdisciplinary resource teachers based on the size of their departments and responsibilities. However, the provision of additional released time

must not contribute to oversized classes or to the need for additional staff. Schools are expected to maintain Board of Education maximum class size guidelines that are: English class size at 28 or less; other academic classes at 32 or less; and all other classes at a level appropriate to the class. Principals are expected to review large class size issues with their community superintendent.

The .2 gifted and talented release teacher and the .2 Success for Every Student (SES) allocations have been combined to form a single .4 FTE release allocation for schools (*Attachment 2*). This position is intended to address student and staff needs as you continue your focus on increasing access to rigorous curriculum. The goals of the Accelerated and Enriched Instruction Support Teacher position are to:

- Increase student participation, particularly for African American and Hispanic students, in rigorous academic courses in middle school.
- Provide instructional, professional, and parental support for improvement of student achievement in rigorous academic courses.

For the five Phase I schools in the Middle School Reform initiative, this .4 FTE is included in the literacy and math content specialist positions. For all other schools, principals will indicate the teacher in this position on the Release Period Plan and will present their plan to use this allocation to the community superintendent for approval. Teachers are not to be assigned regular instructional periods during this release time. Principals may want to consider combining this allocation with the person's instructionally related activity period to extend the person's time for this responsibility.

Principals are required to complete the secondary school released period plan (*Attachment 3*). Also requested on this form is the name of the resource counselor and the number of students assigned as a regular caseload, as well as the names of the above-referenced gifted/talented and SES teachers. **This initial released period plan is due to OSP by May 8, 2007.**

Again this year, each middle school has been allocated a 1.0 mathematics support teacher position. The position must be used to reduce the size of mathematics classes. Principals should share their plans for use of this additional mathematics staffing with their community superintendent.

Master Schedule and Scheduling/Staffing Assumptions

Principals should be able to articulate how staffing plans support the school improvement goals. The staffing plan should target staffing to lower class size and ensure greater access to rigorous programming. The principals and the master scheduler should be able to articulate the school priorities and reflect on how those priorities are represented in the way staffing is used within the school. See *Attachment 4* for Scheduling Assumptions and a timeline of activities that should have occurred and will occur to meet a school's staffing and scheduling obligations. A copy of your master schedule is due to OSP as follows: 1) August 6, and 2) September 10.

A limited classroom teacher reserve will be used to support those schools which have a large number of classes that exceed the guidelines. **If the current allocation does not permit you to schedule your school without a large number of oversized classes, you should submit a written request highlighting the oversized classes on your staffing reconciliation spreadsheet to your community superintendent no later than May 8.** All requests for additional staff must include a cover memorandum with the specific request and rationale. The staffing spreadsheet and reconciliation sheet provided to schools also must be included. Decisions regarding the allocation of additional positions will be completed no later than May 14.

Deviations from projected enrollments will be monitored throughout the staffing process. **In situations of under-projected enrollment, please be prepared for staff allocation reductions.** It is important that the enrollment database is maintained throughout the summer, including the withdrawal of students who are not returning for the 2007–2008 school year. Each principal must submit both an updated staffing and reconciliation spreadsheet (*Attachment 5*) and released period plan to the appropriate community superintendent on **June 1 and July 20.**

Special Education Positions

Special education staffing was completed through the collaboration of special education staff and community superintendents. This year, staffing was budgeted to ensure that each middle school continues to have at least three special education teachers, including the resource room teacher. This supports middle schools that have smaller numbers of students with disabilities in providing adequate special education services at all three grade levels. In addition, this year, an hours-based staffing model will continue to be implemented at two middle schools that did not make adequate yearly progress because of the performance of special education students during FY 2006. The hours-based staffing model will be implemented in 10 additional middle schools during FY 2008. Special education cluster supervisors will assist these schools in implementing the model to improve student outcomes.

A thorough analysis of teacher to student ratio was completed for each school in an effort to equalize staffing across the school system. Initial staffing for FY 2008 is based on the data from the monthly Special Education Data System (SEDS) reports that have been checked by principals and supervisors of special education, in conjunction with the information regarding students transitioning to sixth grade or ninth grade. Future SEDS will be reviewed through the end of the school year to confirm that staffing is appropriate for each school.

The Department of Special Education maintains a limited number of reserve positions to be allocated to support schools that experience a significant increase in special education enrollment during the summer, so principals can expect staffing that is not supported by actual enrollment to be pulled. In order for staffing allocations to reflect the needs of the school, it is imperative that placement decisions made in July and August are processed immediately at the school level. Each new special education student needs to be enrolled in your school and their special education service entered on the Legacy Special Education Data System (Legacy SEDS) so the final special education staffing allocation reflects the actual needs of your school.

Requests for additional special education staffing due to over-enrollment should be submitted to your special education supervisor and community superintendent starting in April and continuing through July. The supervisor will work with the school to review students' Individualized Education Programs (IEPs) and evaluate current resources and scheduling to determine whether the need can be addressed with existing staff in the school or cluster. If the staffing need cannot be addressed, the supervisor will make a request for additional staffing to the director of the Division of School-Based Special Education Services. The director of special education services, the director of special education operations, and the division directors will review these requests during July and determine next steps, including referral to the associate superintendent for special education and student services for approval of additional staffing if necessary. Final staffing adjustments will be made by the end of July.

A very limited number of reserve positions will be available to address staffing concerns after school begins. For example, schools receiving rising Grade 6 former learning center students may submit requests for additional special education staffing to the special education supervisor if the need arises during the year. Staffing requests submitted to special education supervisors will be reviewed by the director of special education services, the director of special education operations, and the associate superintendent for special education and student services each Monday throughout the school year.

The delivery of special education services may consist of a variety of instructional models, including inclusive services for students participating in the general education classroom or in a self-contained setting, based on the individual needs of the students. Students are instructed in the general education curriculum with differentiated instruction to accommodate various learning needs. The materials used for general education student assignments are modified for the students receiving inclusive services. Some students receive instruction in the Fundamental Life Skills curriculum, as appropriate to meet their needs.

Special education teachers and paraeducators are resources schools use to assist with the delivery of instruction to support the needs of students with disabilities in the general education setting as well as self-contained settings. Given the proposed plan to transition rising Grade 6 learning center students to their home schools, consult with your special education supervisor to review and adjust your master schedule. This review will ensure that schedules will be developed to maximize the use of your staffing allocation, provide the necessary supports, and assist with the planning for all students with disabilities. With staffing, professional development, scientifically research-based interventions, and technical assistance, you will be able to provide a continuum of special education services ranging from small group instruction to inclusion in co-taught general education classrooms. When you allocate staff to support students with disabilities in an inclusive setting, first consider assigning special education teachers and paraeducators to the critical content areas of English and mathematics to assist in the delivery of instruction. Additionally, consideration should be given to assigning teachers for providing instruction in subjects for which they are highly qualified, as well as ensuring that special education teachers provide instruction in reading and mathematics interventions. Schools to the maximum extent possible should consider assigning special education teachers to one or more core content subject

areas by grade level, and facilitate within the master schedule, collaboration and planning between general and special education during grade level and team meetings.

Paraeducators in an inclusive setting are responsible for supporting the class based upon the guidance provided by the general and special education teachers. Paraeducators assigned to self-contained settings provide support to students throughout the instructional day, including the arts rotation periods.

ESOL/METS Positions

ESOL/METS staffing was completed in consultation with community superintendents, by analyzing needs and services required by legal mandates. ESOL teachers are assigned at a student/teacher ratio of 35:1. This staffing is included on the summary grid, as well as on the detailed ESOL grid. You are to complete the ESOL allocation assignment sheet that accompanies the detailed ESOL grid as explained on the form, and return it to the ESOL office for review no later than **August 31, 2007**.

Adjustments to middle school ESOL allocations will occur based on the ESOL enrollment as of September 30, 2007. This date is consistent with the official enrollment counts and will allow for increases resulting from summer registrations through the International Student Admissions Office.

Questions regarding allocations should be directed to Dr. Karen Woodson, director, ESOL/Bilingual Programs at 301-230-0670. Questions regarding scheduling should be directed to Mrs. Lois Wions, supervisor, ESOL instruction, at 301-279-3057.

Alternative Teacher Positions

Every middle school has been allocated a 1.0 alternative position. **This position is to be used to provide a Level 1 Alternative Program for students at your school.** Please refer to the attached materials (*Attachment 6A*) from the Office of Special Education and Student Services, Department of Alternative Programs (DAP). Level 1 Alternative Program plans (*Attachment 6B*) must be submitted Ms. Lauree Hemke, supervisor, DAP, no later than **June 1, 2007**. Continued allocation of the Level 1 Alternative Program staffing will be contingent on approval of your plan. Once plans are reviewed, they will be forwarded to the appropriate community superintendent for approval.

Academic Intervention Teachers

The academic intervention teacher positions have been allocated to community superintendents based on a concentrated poverty formula. These positions are zero-based each year and are directed by your community superintendent. Allocation of these positions may not be reflected in the initial staffing grid sent to schools. As allocations of these positions are made, new grids will be sent to schools.

Supporting Services Positions

An effort has been put in place to eliminate the USS tradeoffs and to make position allocations of supporting services positions more equitable. The intent is to provide similar resources to schools of comparable enrollment. As a result, schools will see increases in positions they had previously used as part of a trade and decreases in position that were not allocated equitably. Where possible, guidelines have been implemented to determine allocation for each of the positions. This process will be phased in over two years so that by FY 2009 all USS trades will be eliminated and allocation guidelines will be implemented.

Building Service Workers

For FY 2008, the Division of School Plant Operations has made adjustments in the allocation of building service employees for some schools. These changes were made to accommodate expanded facility size. Questions concerning these allocations should be directed to Ms. Dianne Jones, director of school plant operations, at 240-314-1075.

Full-Time Equivalent Positions

Positions are budgeted as full-time, 8 hours, but are frequently allocated in smaller increments. The following tables convert the equivalents of an FTE position to hours:

<u>Supporting Services</u>		<u>Professional</u>	
<u>FTE Positions</u>	<u>Hours (Daily)</u>	<u>FTE Positions</u>	<u>Hours (Bi-Weekly)</u>
1.000	8	1.0	80
.875	7	.9	72
.750	6	.8	64
.625	5	.7	56
.500	4	.6	48
.375	3	.5	40
.250	2	.4	32
.125	1	.3	24
		.2	16
		.1	8

Less Than Full-Time Equivalent Positions

Teacher-level positions may be allocated in increments of .1. However, beginning in FY 2008, "part-time teachers in secondary schools using a seven-period schedule will be allocated at least .2 FTE for each full class taught (5 standard periods per week or 10 standard periods per two weeks or the equivalent where there is an alternate schedule), not to exceed 1.0 FTE. This will apply whether the teacher is part-time in a single school or in a combination of schools" (see the MCEA contract, Article 17, Section G).

Guidelines for Middle School Teachers Employed Less than Full-Time
[1.0 FTE = 7.5 hours in building (including 30-minute lunch)
and 1 hour @ home = 8 hours]

Allocation FTE	Number of Minutes In Building Per Week (excluding lunch)
0.1	42 minutes per day x 5 days = 210 minutes
0.2	84 minutes per day x 5 days = 420 minutes
0.3	126 minutes per day x 5 days = 630 minutes
0.4	168 minutes per day x 5 days = 840 minutes
0.5	210 minutes per day x 5 days = 1,050 minutes
0.6	252 minutes per day x 5 days = 1,260 minutes
0.7	294 minutes per day x 5 days = 1,470 minutes
0.8	336 minutes per day x 5 days = 1,680 minutes
0.9	378 minutes per day x 5 days = 1,890 minutes

Positions Pending Budget Approval

The Board of Education FY 2008 operating budget includes additional positions. These positions will not be allocated to schools until they have been funded by the County Council in May and approved by the Board of Education in the final budget in June. These positions/allocation include:

- Additional IDA hours so that each school has a minimum of 7 hours (.875 FTE) per day.
- Additional counselor positions to lower the student to counselor ratio.

Staffing Procedures

Every school is assigned a staffing specialist to handle all staffing needs for that school. Principals should contact their assigned staffing specialist in the Department of Recruitment and Staffing (DRS) to discuss vacancies, filling vacancies, applicants, or any other staffing situation. Please refer to the staffing calendar for applicable dates. It is expected that scheduling is completed so that all core academic subjects are taught by teachers designated as highly qualified. *Attachment 7* provides the staffing specialist cluster assignments and phone numbers.

The DRS is responsible for recruiting the highest quality and well-diversified pool of applicants for teaching and supporting services positions. Recruitment and hiring are based on the staffing allocations and on the vacancies that are posted in the countywide Vacancy Database. The DRS ensures that only allocated positions are filled. **It will not be possible to process a staffing recommendation form for any position not included on the staffing grid. It will not be possible to compensate a person who begins an assignment without approval or an allocation for that assignment.**

The Human Resources Information System (HRIS) does not allow overhire situations, even for short periods of time. When such an issue arises, send a memorandum immediately to your community superintendent with copies to Ms. Jane Woodburn, director, DRS, and Ms. Nicola Diamond, executive assistant to the chief operating officer. Only rarely will these special exceptions be approved.

When reviewing and staying within the number of allocated positions in each position job code, exercise caution in scheduling one-period classes, for those assignments are difficult to match with another school and are difficult to fill.

A summary of critical dates for secondary school staff is attached (*Attachment 8*), along with a copy of the instructional staffing (teachers/assistants) calendar (*Attachment 9*), to share with appropriate staff. If you have any questions or concerns regarding staffing allocations, please contact your community superintendent or the director of school performance in the Office of School Performance.

ND:lmk

Attachments

Copy to:

Executive Staff
Directors of School Performance
Ms. Brown
Dr. Cohen
Mr. Creel
Ms. Cullison
Ms. Cuttitta
Ms. Ferrell
Ms. Hemke
Mrs. Jones
Mr. Lang
Ms. Mason
Dr. Newman
Ms. Strange
Mrs. Wions
Ms. Woodburn
Dr. Woodson

FY 2008 Middle School Staffing Guidelines (as resources permit)– Professional

Abbrev	Position	Decision Guide
Prin 0530	Principal	One per school.
AP 0531	Assistant Principal	Schools greater than 600 students receive 1.0; schools projected to have 900 or more students receive a second assistant principal (keep position until dropping below 810 students for two years). Every effort is made not to remove the second assistant principal one year and have to restore it the next year and maintain administrative stability.
Stu SS 0642	Student Support Specialist	These positions are allocated (1) to schools without a first or second assistant principal, and (2) to schools larger than 1,000 students.
Mag Coord 0718 0719	Magnet/Special Program Coordinator	One each for cluster magnet/special programs at Eastern, Takoma Park, Clemente, Argyle, Loiederman, and Parkland middle schools.
CRTchr 1002	Classroom Teacher*	These positions are provided by formula ($\text{Enrollment} \times 7 / (27.0 \times 5) + 0.4$ per non-phase 1 school (released time for accelerated and enriched instruction support). For each resource teacher, 0.8 of this calculation is moved to the resource teacher allocation.
Ac Spt 1002	Academic Intervention Teacher	Allocations based on an approved proposal to improve student achievement.
Ma Spt 1002	Math Support Teacher	One per school to reduce math class sizes and support math acceleration.
Sp Prg 1002	Special Program Teachers	These 12.6 teacher positions are provided to support magnet/special programs at Eastern, Takoma Park, and Clemente; and the Middle Years programs at Julius West, Westland, Newport, and Silver Spring International.
Stf Dev 1009	Staff Development Teacher	One per school.
Alt 1020	Alternative Teacher	One per school. Principals must use these positions to staff a Level 1 Alternative Program.
ESL Tchr 1032	ESOL Teacher*	ESOL teacher allocations are based on a pupil/teacher ratio of 35:1. METS teacher allocations are based on the pupil/teacher ratio of 15:1.
Rdg 1033	Reading Teacher	One per school.
SpEd Tchr 1034	Special Education Teacher*	These positions are allocated to schools by the Department of Special Education according to placement of programs and anticipated enrollments for each.

Spch Path 1035	Speech Pathologist	These positions are allocated to schools by the Department of Special Education according to anticipated speech service needs at each school, as designated by Individual Educational Plans.
SpEd RRm 1046	Special Education Resource Room Teacher	These positions are allocated from the Department of Special Education based on the school's projected enrollment.
Coun 1051	Counselor	These positions are allocated to schools based on projected enrollment. Pending budget approval additional positions will be allocated to lower student-to-counselor ratios.
Med Sp 1052	Media Specialist	One per school.
Res 1054	Resource Teacher, Interdisciplinary Resource Teacher	These positions are allocated to schools based on projected enrollment.
RT SpEd 1054	Resource Teacher, Special Education	Schools with large special education programs are provided a .2 resource teacher to coordinate programs
Res Coun 1055	Resource Counselor	Schools with four or more counselors are provided a resource counselor to coordinate programs.
SpOth Tchr various	Special Education Other Teacher	These miscellaneous positions are allocated from the Department of Special Education to supplement existing programs.

* Note: Allocations based on a higher than budgeted ratio to assure a reserve to respond to situations where actual enrollments vary from projections

FY 2008 Middle School Staffing Guidelines (as resources permit) – Supporting Services

Abbrev	Position	Decision Guide
Adm Sec 4250	Administrative Secretary	1.0 per school.
Sec 1 10 m 4210	Secretary I, 10 months	1.0 per school. USS trades for these positions are being phased out over two years.
Sec 2 10 m 4230	Secretary II, 10 months	These 21.5 positions are allocated to the middle schools with the largest projected enrollment.
Guid 4231	Guidance Secretary	1.0 per school.
MST 6640	Media Services Technician	Eastern Middle School has 1.0 allocation to support magnet program.
Fin 4220	Financial Assistant	1.0 per school.
Md Ast 6620 6625	Media Assistant	Schools projected to have a student enrollment above 900 receive a 1.5 allocation; others a 1.0 allocation. USS trades for these positions are being phased out over two years.
TA Reg 6590	Teacher Assistant, Regular	These three positions are allocated to schools together so that the total FTE is based on projected enrollment: 1000+ = .875 (7 hours) 850 – 999 = .75 (6 hours) 700 – 849 = .625 (5 hours) Less than 700 = .6 (4 hours)
Cmp Lab 6860	Computer Lab	
IA Reg 6600	Paraeducator, Regular	
SpOt SS	Special Ed, Other Support	These miscellaneous positions are allocated by the Department of Special Education to specific school programs.
User Sp 5530	User Support Specialist	1.0 per school.
ESOL IA 6600	ESOL Paraeducator	These positions are allocated at .75 per METS class.
Sec Ast 5190	Security Assistant	Schools with a projected enrollment above 900 receive 2.0 security assistants, all others 1.0.
Lu Hr 6490	Lunch Hour Aide	.875 allocation (7 hours) per school. USS trades for these positions are being phased out over two years.
IDA 6870	Instructional Data Assistant	These allocations have not changed from FY07. Pending budget approval all schools will receive a .875 FTE (7 hours).

SEIA 6550	Special Education Paraeducator	These positions are allocated from the Department of Special Education according to guidelines established in building the operating budget. Generally, each teaching station includes an instructional assistant position.
BSM 7350	Building Service Manager	1.0 per school.
Ldr 7280	Building Service Leader	1.0 per school.
Wkr 7210	Building Service Worker	These positions, based on the school's square footage, are allocated from the Division of School Plant Operations.
PEO 7200	Plant Equipment Operator	1.0 per school.

Office of School Performance
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March 5, 2007

MEMORANDUM

To: High School Principals

From: Donald H. Kress, Chief School Performance Officer
Stephen L. Bedford, Assistant Chief School Performance Officer *SB*
Ursula A. Hermann, Community Superintendent *Uth*
Mark E. Kelsch, Community Superintendent *11/17*
LaVerne G. Kimball, Community Superintendent *in*
Heath E. Morrison, Community Superintendent *tem*
Frank H. Stetson, Community Superintendent *205*
Adrian B. Talley, Community Superintendent *240*

Subject: Initial Staffing Allocations—FY 2008

The attached summary staffing grid and detailed special education and ESOL grids reflect preliminary staffing allocations for your school for FY 2008. You should highlight staffing changes from the current school year grid (copy attached) to assist in identifying involuntary transfers. **Please maintain this and future updates of the FY 2008 grid information for easy reference throughout the staffing process.** Position job codes are included on the staffing grid with the position titles. The "Staffing Notes" section at the bottom of the grids identifies special staffing decisions for your school. These notes are clarifications of unique staffing allocations and changes in staffing that occur throughout the year. The Office of School Performance (OSP), Office of Curriculum and Instructional Programs (OCIP), and the Office of Special Education and Student Services (OSSSES) have worked closely throughout the staffing process to coordinate the allocation of resources. The FY 2008 School Staffing Guidelines are attached (*Attachment 1*). **You must keep in mind that all allocations are tentative, pending final Board of Education action in June 2007 on the operating budget.**

Classroom Teacher Positions

Classroom teacher allocations are based on the revised enrollment projections from February 2007 by the Division of Long-Range Planning. Classroom teacher positions [(adjusted for full-time resource teacher (.8 FTE teacher) and athletic directors (.4 FTE teacher)] have been assigned according to the formula:

$$\text{Classroom Teacher FTE} = \frac{\text{projected regular enrollment} \times 7}{5 \text{ periods a day} \times 28.5(\text{class size})} + .2(\text{SSL})$$

The classroom teacher allocation includes 0.2 for the student service learning (SSL) coordinator. The 28.5 ratio in the formula above is unchanged from FY 2007. Schools are expected to maintain Board of Education maximum class size guidelines that are: English class size at 28 or

less, other academic classes at 32 or less, and all other classes at a level appropriate to the class. Principals are expected to review large class size issues with their community superintendent.

To ensure that each high school is treated equitably, reductions in the classroom teacher allocation have been made for students attending the Thomas Edison High School of Technology. Resource teachers (one release period), resource counselors, and athletic directors (three release periods), are allocated as FTE positions (1.0). Principals may provide additional release time for resource teachers and athletic directors based on the size of their departments and responsibilities. However, the provision of any additional released time must not contribute to oversized classes or to the need for additional staff. The Board of Education FY 2008 operating budget request includes a .4 FTE teacher position so that each school can provide math and English resource teachers with two release periods. These positions will not be allocated to schools until they have been funded by the County Council in May and approved by the Board of Education in the final budget in June.

Principals are required to complete the secondary school released period plan (*Attachment 2*) to help OSP monitor the use of released time for resource teachers and athletic directors in conjunction with the monitoring of oversized classes. Also requested on this form is the name of the resource counselor and the number of students assigned as a regular caseload. **The initial released period plan is due to OSP on May 8, 2007.**

Again this year, schools will be allocated math support teacher time. This allocation is based on feeder middle school data and should be used to reduce class size for mathematics classes. Principals should share their plans for use of this staffing with their community superintendent.

Master Schedule and Scheduling/Staffing Assumptions

Principals should be able to articulate how staffing plans support the school improvement goals. The staffing plan should target staffing to lower class size and ensure greater access to rigorous programming. The principals and the master scheduler should be able to articulate the school priorities and reflect on how those priorities are represented in the way staffing is used within the school. See *Attachment 3* for Scheduling Assumptions and an outline of activities that should occur to meet a school's staffing and scheduling obligations. A copy of your master schedule is due to OSP as follows: 1) **August 6**, and 2) **September 10**.

A limited classroom teacher reserve will be used to support those schools which have a large number of classes that exceed the guidelines. **If the current allocation does not permit you to schedule your school without a large number of oversized classes, submit a written request to your community superintendent no later than May 8.** All requests for additional staff must include a cover memorandum with the specific request and rationale. The staffing spreadsheet and reconciliation sheet provided to schedulers also must be included. Decisions regarding the allocation of additional positions will be completed no later than May 14.

Deviations from projected enrollments will be monitored throughout the staffing process. **In situations of under-projected enrollment, please be prepared for staff allocation reductions.**

It is important that the enrollment database is maintained throughout the summer, including the withdrawal of students who are not returning for the 2007–2008 school year so that staffing can be updated and class size maximums maintained. Each principal must submit both an updated staffing and reconciliation spreadsheet (*Attachment 4*) and released period plan to the appropriate community superintendent on **June 1 and July 20**.

Literacy Coaches

Literacy coaches will be allocated to each school. Literacy coaches are not to be assigned classes. The role of the literacy coach is to reinforce important reading strategies and concepts across all classes. The literacy coach will provide coaching, leadership, and coordination for school wide literacy intervention and support, interpret assessment data, plan and model literacy techniques, and provide professional development (in collaboration with the staff development teacher) to all staff. Each school receives a base allocation of .5 FTE literacy coach, with additional allocations based on enrollment, MSA results, and PSAT verbal results. **Any plan to assign any class(es) to your literacy coach must be approved by your community superintendent.**

Staff Development Teachers

Each high school is allocated 1.0 FTE for FY 2008. At least 0.4 of this allocation must be assigned to one individual who will serve as coordinating staff development teacher and attend all training.

Career and Technology Education (CTE) Positions

CTE teachers include vocational support (1021) and career prep (1022) positions. The vocational support position provides instruction and resource services to students in specified Maryland State Department of Education-approved CTE programs. The career prep position, formerly the Business Partnership/Work-based Learning Program Teacher, directly contacts business leaders, school administrators, teachers, parents, and students to identify, design, and deliver work-based learning experiences and activities to support student success, particularly in the areas of career awareness and school-to-career transition. Such program elements might include, but are not limited to, placing students with mentors, tutors, job shadowing experiences, internships, and other work-based learning experiences.

Questions regarding CTE allocations should be directed to Mrs. Shelley A. Johnson, director, Division of Career and Technology Education, at 301-279-3567.

Student Service Learning (SSL) Coordinator

The SSL coordinator, selected by the principal, is a .2 classroom teacher allocation. This position serves as the primary school contact for the Maryland State Department of Education SSL graduation requirement. The SSL coordinator must stay informed by attending countywide meetings; communicate MCPS SSL guidelines; promote opportunities to meet the requirement;

monitor awards programs; collaborate with administrators to address individual SSL issues; and use the Online Administrative Student Information System (OASIS) to maintain records of student progress.

Special Education Positions

Special education staffing was completed through the collaboration of special education staff and community superintendents. Initial staffing for FY 2008 is based on data from monthly Special Education Data System (SEDS) reports that have been checked by principals and supervisors of special education, in conjunction with the information regarding students transitioning to ninth grade and those exiting MCPS. Future SEDS will be reviewed through the end of the school year to confirm that staffing is appropriate for each school.

The Department of Special Education maintains a limited number of reserve positions to be allocated to support schools that experience a significant increase in special education enrollment during the summer. Principals can expect staffing that is not supported by actual enrollment to be pulled. In order for staffing allocations to reflect the needs of the school, it is imperative that placement decisions made in July and August are processed immediately at the school level. Each new special education student needs to be enrolled in your school and their special education service entered on the Legacy Special Education Data System (Legacy SEDS) so the final special education staffing allocation reflects the actual needs of your school.

Requests for additional special education staffing due to over-enrollment should be submitted to your special education supervisor and community superintendent starting in April and continuing through July. The supervisor will work with the school to review students' Individualized Education Programs (IEPs) and evaluate current resources and scheduling to determine whether the need can be addressed with existing staff in the school or cluster. If the staffing need cannot be addressed, the supervisor will make a request for additional staffing to the director of the Division of School-Based Special Education Services. The director of special education services, the director of special education operations, and the division directors will review these requests during July and determine next steps, including referral to the associate superintendent for special education and student services for approval of additional staffing if necessary. Final staffing adjustments will be made by the end of July.

A very limited number of reserve positions will be available to address staffing concerns after school begins. However, requests for additional special education staffing should be submitted to your special education supervisor as the need arises throughout the year. Staffing requests submitted to special education supervisors will be reviewed by the director of special education services, the director of special education operations, and the associate superintendent for special education and student services each Monday throughout the school year.

The delivery of special education services may consist of a variety of instructional models, including inclusive services for students participating in the general education classroom or in a self-contained setting, based on the individual needs of the students. Students are instructed in the general education curriculum with differentiated instruction to accommodate various learning

needs. The materials used for general education student assignments are modified for the students receiving inclusive services. Some students receive instruction in the Fundamental Life Skills curriculum, as appropriate to meet their needs.

Special education teachers and paraeducators are resources schools use to assist with the delivery of instruction to support the needs of students with disabilities in the general education setting as well as self-contained settings. With staffing, professional development, scientifically research-based interventions, and technical assistance, you will be able to provide a continuum of special education services ranging from small group instruction to inclusion in co-taught general education classrooms. When allocating staff to support students with disabilities in an inclusive setting, first consider assigning special education teachers and paraeducators to the critical content areas of English and mathematics to assist in the delivery of instruction. Additionally, consideration should be given to assigning teachers in courses for which they are highly qualified, as well as ensuring that special education teachers provide instruction in reading and mathematics interventions. Schools, to the maximum extent possible, should consider assigning special education teachers to one or more core content subject areas by grade level, and structure the master schedule to facilitate collaboration and planning between general and special educators during grade level and department meetings.

Paraeducators in an inclusive setting are responsible for supporting the class based upon the guidance provided by the general and special education teachers. Paraeducators assigned to self-contained settings provide support to students throughout the instructional day, including electives.

Selected high schools will continue to receive between 0.5 and 2.0 additional general education positions to support students with disabilities in general education classes. Schools selected to receive these positions have the lowest percentages of students with disabilities in the LRE, large numbers of special education students overall, or large numbers of students receiving LFI or SCB services. These positions have been identified in the "Staffing Notes" of each selected school's staffing grid. A brief explanation of why the school was selected and how the positions are to be used is on the Special Education Staffing allocations grid. Schools that have these positions must complete and submit the Assignment of General Education Teachers to Support Inclusion/LRE (*Attachment 4B*) to their community superintendent to indicate how each position is being used to support students with disabilities in English and Mathematics general education classes.

ESOL/METS Positions

ESOL/METS staffing was completed through collaboration between the community superintendents and the Division of ESOL/Bilingual Programs by analyzing needs and services required by legal mandates. ESOL teachers are assigned at a student/teacher ratio of 30:1. Note that in some circumstances this may result in assigning a teacher to more than one school. In addition, whenever an intern is assigned, this individual is counted against a budgeted allocation as a regularly assigned teacher.

This staffing is included on the summary grid, as well as on the detailed ESOL grid. Principals are to complete the ESOL allocation assignment sheet that accompanies the detailed ESOL grid as explained on the form, and return it to the ESOL office for review no later than **August 31, 2007**.

High school ESOL allocation adjustments will be based on the ESOL enrollment as of August 31 and September 28. These dates are consistent with the official enrollment counts and will allow for increases resulting from summer registrations through the International Student Admissions Office.

Questions regarding scheduling should be directed to Dr. Karen Woodson, director, ESOL/Bilingual Programs, at 301-230-0670, or to Mrs. Lois Wions, supervisor, ESOL instruction, at 301-279-3057.

Alternative Teacher Positions

Every high school has been allocated a 1.0 alternative position. **This position is to be used to provide a Level 1 Alternative Program for students at your school.** Please refer to the attached materials (*Attachment 5A*) from the Office of Special Education and Student Services (OSESS), Department of Alternative Programs (DAP). Level 1 Alternative Program plans (*Attachment 5B*) must be submitted to Ms. Lauree Hemke, supervisor, DAP, no later than **June 1, 2007**. Continued allocation of the Level 1 Alternative Program staffing will be contingent on approval of your plan. To ensure that all needed information is included, please use the attached FY 2008 Alternative Program Plan form. Approved plans will be forwarded to the appropriate community superintendent.

Academic Intervention Teachers

Academic intervention teacher positions have been allocated to community superintendents based on a concentrated poverty formula. These positions are zero-based each year, and are directed by your community superintendent. Allocation of these positions may not be reflected in the initial staffing grid sent to schools. As allocations of these positions are made, new grids will be sent to schools.

Supporting Services Positions

An effort has been put in place to eliminate the USS tradeoffs and to make position allocations of supporting services positions more equitable. The intent is to provide similar resources to schools of comparable enrollment. As a result, schools will see increases in positions they had previously used as part of a trade and decreases in positions that were not allocated equitably. Where possible, guidelines have been implemented to determine allocation for each of the positions. This process will be phased in over two years so that by FY 2009 all USS trades will be eliminated and allocation guidelines will be fully implemented.

Building Service Workers

For FY 2008, the Division of School Plant Operations has made adjustments in the allocation of building service employees for some schools. These changes were made to accommodate expanded facility size. Questions concerning these allocations should be directed to Ms. Dianne Jones, director of school plant operations, at 240-314-1075.

Full-Time Equivalent Position

Positions are budgeted as full-time, 8 hours, but are frequently allocated in smaller increments. The following tables convert the equivalents of a FTE to hours:

Supporting Services		Professional	
<u>FTE Positions</u>	<u>Hours (Daily)</u>	<u>FTE Positions</u>	<u>Hours (Bi-Weekly)</u>
1.000	8	1.0	80
.875	7	.9	72
.750	6	.8	64
.625	5	.7	56
.500	4	.6	48
.375	3	.5	40
.250	2	.4	32
.125	1	.3	24
		.2	16
		.1	8

Less Than Full-Time Equivalent Positions

Teacher-level positions may be allocated in increments of .1. However, beginning in FY 2008, "part-time teachers in secondary schools using a seven-period schedule will be allocated at least .2 FTE for each full class taught (5 standard periods per week or 10 standard periods per two weeks or the equivalent where there is an alternate schedule), not to exceed 1.0 FTE. This will apply whether the teacher is part-time in a single school or in a combination of schools" (see the MCEA contract, Article 17, Section G).

Guidelines for High School Teacher Level Positions

[1.0 FTE = 7.5 hours in building (including 30-minute lunch) and 1 hour @ home = 8 hours]

Allocation FTE	Number of Minutes In Building Per Week
0.1	42 minutes per day x 5 days = 210 minutes
0.2	84 minutes per day x 5 days = 420 minutes
0.3	126 minutes per day x 5 days = 630 minutes
0.4	168 minutes per day x 5 days = 840 minutes
0.5	210 minutes per day x 5 days = 1,050 minutes
0.6	252 minutes per day x 5 days = 1,260 minutes
0.7	294 minutes per day x 5 days = 1,470 minutes
0.8	336 minutes per day x 5 days = 1,680 minutes
0.9	378 minutes per day x 5 days = 1,890 minutes

Staffing Procedures

Every school is assigned a staffing specialist to handle all staffing needs for that school. Principals should contact their assigned staffing specialist in the Department of Recruitment and Staffing (DRS) to discuss vacancies, fill vacancies, review applicants, or address any other staffing situation. Please refer to the staffing calendar for applicable dates. It is expected that scheduling is completed so that all core academic subjects are taught by teachers designated as highly qualified. *Attachment 6* provides the staffing specialist cluster assignments and phone numbers.

The DRS is responsible for recruiting the highest quality and well-diversified pool of applicants for teaching and supporting services positions. Recruitment and hiring are based on the staffing allocations and on the vacancies that are posted in the countywide Vacancy Database. The DRS ensures that only allocated positions are filled. **It is not possible to process a staffing recommendation form for any position not included on the staffing grid or to compensate a person who begins an assignment without an allocation for that assignment.**

The Human Resources Information System (HRIS) does not allow overhire situations, even for short periods of time. When such an issue arises, immediately send a memorandum requesting exception to your community superintendent with copies to Ms. Jane Woodburn, director, DRS, and Ms. Nicola Diamond, executive assistant to the chief operating officer. Only rarely will these special exceptions be approved.

When reviewing and staying within the number of allocated positions in each position job code, exercise caution in scheduling one-period classes, because those assignments are difficult to match with another school and are difficult to fill.

A summary of critical dates for secondary school staff is attached (*Attachment 7*), along with a copy of the instructional staffing (teacher/assistant) calendar (*Attachment 8*), to share with appropriate staff. If you have any questions or concerns regarding staffing allocations, please contact your community superintendent or your director of school performance in the Office of School Performance.

ND:lmk

Attachments

Copy to:

Executive Staff

Directors of School Performance

Ms. Blum

Ms. Brown

Dr. Cohen

Ms. Cuttitta

Ms. Cullison

Ms. Hemke

Mrs. Jones

Mr. Lang

Ms. Mason

Dr. Newman

Ms. Strange

Ms. Wions

Ms. Woodburn

Dr. Woodson

FY 2008 High School Staffing Guidelines (as resources permit) –Professional

Abbrev	Position	Decision Guide
Prin 0550	Principal	One per school.
AP 0551	Assistant Principal	One per school: schools projected to have more than 900 students receive a second assistant principal and schools greater than 1,800 students receive a third assistant principal.
Stu SSp 0644	Student Support Specialist	These positions are allocated first to schools with less than three assistant principals and then to the largest schools.
Mag/Sp Prgm Cord	Magnet/Spec'l Prgm Coordinator	One each for countywide magnet program at Blair and Poolesville (0721) and the IB program at Richard Montgomery High School (0715).
CRTchr 1003	Classroom Teacher*	These positions are provided by formula: $(\text{Enrollment} * 7) / (28.5 * 5) + 0.2$ released time for Student Service Learning. A 0.8 of this calculation is removed for every resource teacher. A 0.4 of this calculation is removed for the athletic director allocation. Pending budget approval an additional .4 per school will be allocated to allow each mathematics and English resource teacher 2 release periods.
Ac Spt 1003	Academic Intervention Teacher	These positions are allocated based on an approved proposal to improve student achievement.
Ma Spt 1003	Math Support Teacher	These positions are allocated based on feeder middle school course completion data.
Sp Prg 1003	Special Program Teacher	These positions are allocated to schools with magnet, special, or signature programs.
Stf Dev 1009	Staff Development Teacher	1.0 per school.
Ath Dir 1018	Athletic Director	One per school (three released periods; teach two).
Alt 1020	Alternative Teacher	One per school. Principals must use these positions to staff a Level 1 Alternative Program.
Voc Spt 1021	Vocational Support Teacher	These 19.5 positions are to support implementation of career education and career development programs, including coordination of internships for all students.
Cr Prp 1022	Career Prep Teacher	These 20.0 positions are used to support implementation of career education and career development programs, including coordination of internships
ESL Tchr 1032	ESOL Teacher*	These allocations are based on a ratio of 1.0 teacher for every 30 students. METS teacher allocations are based on the pupil/teacher ratio of 15:1.
SpEd Tchr 1034	Special Education Teacher*	These positions are allocated to schools by the Department of Special Education according to placement of programs and anticipated enrollments for each.
Spch Path 1035	Speech Pathologist	These positions are allocated to schools by the Department of Special Education according to anticipated speech service needs at each school as designated by Individual Educational Plans.

SpEd RRm 1046	Special Education Resource Room Teacher	These positions are allocated from the Department of Special Education based on the school's projected enrollment.
Coun 1051	Counselor	These positions are allocated based on enrollment.
Med Sp 1052	Media Specialist	One per school; schools with more than 2,000 students receive a second media specialist.
Res 1054	Resource Teacher	The positions are allocated based on projected enrollment and specific school programs (one released; teach four).
RT SpEd. 1054	Resource Teacher Special Education	Schools with large SE programs are provided a .2 resource teacher to coordinate programs
RT ESL 1054	ESOL Resource Teacher	Schools with large ESOL programs are provided a resource teacher to coordinate programs.
RsCn 1055	Resource Counselor	Schools with four or more counselors are provided a resource counselor to coordinate programs.
SpOth Tr various	Special Education Other Teacher	These miscellaneous positions are allocated from the Department of Special Education to supplement existing programs (see detail special education grid for job codes).

* Note: Allocations based on a higher than budgeted ratio to assure a reserve to respond to situations where actual enrollments vary from projections

FY 2008 High School Staffing Guidelines (as resources permit) –Supporting Services

Abbrev	Position	Decision Guide
Ad Sec 4250	Administrative Secretary	One per school.
Sec I 10 Months 4210	Secretary I, 10 months	Ten-month secretary positions (I and II) are allocated according to the following projected enrollments: $2550 - 2999 = 7.0$ $1900 - 2549 = 6.0$ $1800 - 1899 = 5.0$ $1650 - 1799 = 4.0$ $1600 - 1649 = 3.5$ $1300 - 1599 = 3.0$ $900 - 1299 = 2.0$ Less than 900 = 1.0 These guidelines provide the total number of positions to be divided between Secretary I and Secretary II positions.
Sc2 10 months 4230	Secretary II, 10 months	
Sc2 12 months 4231	Secretary II, 12 months	1.0 each for magnet programs at Blair and Poolesville, and IB programs at Richard Montgomery high schools.
Guid 4231	Guidance Secretary	1.0 per school.
Rgst 4240	Registrar	1.0 per school.
Car Inf 6770	Career Information Assistant	1.0 per school.
Bus Mgr 5700	Business Manager	1.0 per school.
Fin Ast 4220	Financial Assistant	1.0 per school.
Md Ast 6620/6625	Media Assistant	Allocations are made according to the following projected student enrollments: $3000 + = 4.0$ $2550 - 2999 = 3.0$ $1750 - 2549 = 2.5$ $1500 - 1749 = 2.0$ $900 - 1499 = 1.5$ Less than 900 = 1.0 USS trades for these positions are being phased out over two years.
TA Reg 6590	Teacher Assistant, Regular	These two positions are allocated to schools together so that the total FTE is based on projected enrollment. USS trades for these positions are being phased out over two years.
IA reg 6600	Paraeducator, Regular	
MST 6640	Media Services Technician	1.0 per school.
Scr Ldr 5130	Security Team Leader	1.0 per school
SpOt SS various	Special Ed, Other Support Staff	These miscellaneous positions are allocated by the Department of Special Education to specific school programs (see special education detail for job codes).

User Sp 5530	User Support Specialist	1.0 per school
Eng Cmp 6690	English Composition Assistant	Allocations are made according to the following: 39+ sections = 4.875 Up to 25 sections = 3.125 Up to 21 sections = 2.625 Up to 18 sections = 2.5 Up to 15 sections = 2.25 Up to 14 sections = 1.75 Less than 10 sections = 0.875
ESOL IA 6600	ESOL Paraeducator	These positions are allocated from the Division of ESOL/Bilingual Programs to specific school programs.
Scr Ast 5190	Security Assistant	This position is assigned based on enrollment, educational load, campus size, and renovation conditions.
Cmp Lab 6860	Computer Lab Assistant	Allocations for this positions remain the same as FY07. USS trades for these positions are being phased out over two years.
SEIA 6550	Special Education Paraeducator	These positions are allocated from the Department of Special Education according to guidelines established in building the operating budget. Generally, each teaching station includes an paraeducator position.
BSM 7350/ 7370/ 7390/ 7400	Building Service Manager	1.0 per school.
Ldr	Building Service Night Leader	1.0 per school.
WKR 7210	Building Service Worker	These positions, based on the school's square footage, are allocated from the Division of School Plant Operations.
PEO 7200	Plant Equipment Operator	1.0 per school.

FY 2007

FY 2007 Approved Enrollment

School Division	Preschool*	Head Start	Kindergarten	Grades 1-12	Self-Contained Special Education	Total Enrollment
Alexandria City	152	0	997	9,050	87	10,286
Arlington County	955	0	1,510	14,255	1,532	18,252
Fairfax County	1,872	1,136	10,772	139,785	10,730	164,295
Falls Church City	30	0	130	1,744	0	1,904
Loudoun County ¹	620	100	4,101	45,919		50,740
Manassas City	29	59	535	5,678	268	6,569
Montgomery County	2,648	584	9,400	118,859	8,445	139,936
Prince George's County	5,014	884	8,436	120,078	3,706	138,118
Prince William County	378	289	5,240	60,930	3,904	70,741

* Preschool includes both special education and regular education students.

¹ Loudoun County no longer tracks special education self-contained.



FY 2007

FY 2007 Approved Staffing

Students Per Teacher

School Division	Kindergarten	Elementary	Middle / Intermediate	Secondary / High
Alexandria City	20.00	20.00	25.00	25.00
Arlington County	22.00	Grade 1 20.00 Grades 2-3 22.00 Grades 4-5 24.00	22.40	23.40
Fairfax County ¹	25.25	25.25	25.90	28.50
Falls Church City	20.00	20.00	22.00	22.00
Loudoun County	22.00	22.00	21.60	25.90
Manassas City	22.00	22.00	22.00	22.00
Montgomery County	half day / full day 21.40 focus schools 17.00	22.60	28.30	30.10
Prince George's County	22.00	Grades 1-2 22.00 Grades 3-6 25.00	30.00	21.39
Prince William County	24.00	24.00	18.40	19.00

¹ For a complete listing of staffing formulas, see the Fairfax County Public Schools website.



FY 2007 Average Class Size

School Division	Students per Classroom Teacher			Students per Teacher-Scale Position		
	Elementary	Middle / Intermediate	Secondary / High	Elementary	Middle / Intermediate	Secondary / High
Alexandria City	18.8	16.0	17.5	7.2	10.8	12.4
Arlington County ¹	19.2	19.5	18.5	11.1	15.4	15.3
Fairfax County	20.7	23.1	23.9	12.8	17.5	18.2
Falls Church City	21.1	23.3	19.3	11.2	10.2	14.7
Loudoun County	22.8	19.6	23.3	16.3	15.3	17.5
Manassas City	19.1	18.4	19.0	12.7	17.3	17.8
Montgomery County	19.6	24.9	25.7	13.6	20.6	22.2
Prince George's County	16.0	18.4	22.7	15.0	17.4	21.0
Prince William County	18.6	21.3	21.9	15.3	18.7	19.6

Note: Average class size when all teacher-scale positions are included (i.e., classroom teachers and other teachers such as librarians, reading, music, art, PE, etc.). Excludes pre-K teachers and students and self-contained special education teachers and students.

¹ Arlington: Preschool and self-contained students and teachers are not included in the average class size calculation.



FY 2007 Authorized Positions

School Operating Fund

	Alexandria City	Arlington County	Fairfax County	Falls Church City	Loudoun County
School-Based Positions					
Teachers	1,129.6	1,856.4	13,934.2	186.7	4,286.9
School-Based Administrators ¹	46.3	90.5	636.0	11.0	219.0
Educational Specialists	42.5	34.2	337.7	0.0	84.8
Instructional Assistants	221.1	494.4	2,499.5	65.5	888.8
Nonmanagement/All Others ¹	272.6	352.4	3,040.0	65.0	889.0
Total School-Based Positions	1,712.1	2,827.9	20,447.4	328.2	6,368.5
Nonschool-Based Positions					
Technical/Support	42.0	105.8	591.6	8.3	76.5
Management	39.1	76.6	178.0	6.0	67.7
Educational Specialists	35.8	44.2	126.5	8.8	44.0
Office Support Staff	42.6	69.3	297.7	5.1	137.5
Custodial/Maintenance	39.6	105.0	510.5	0.0	149.5
Total Nonschool-Based Positions	199.1	400.9	1,704.3	28.2	475.2
Leadership Team	5.0	9.0	19.0	3.0	7.0
Other Operating Fund Positions	130.2	157.5	36.0	10.8	769.0 ²
TOTAL AUTHORIZED POSITIONS³	2,046.4	3,395.3	22,206.7⁴	370.2	7,619.7
Total Non-Operating Fund Positions⁵	149.8	193.2	499.7	11.6	61.0

¹ See pages 34 and 35 for further details.

² Includes bus drivers and bus attendants.

³ Entitlement grant positions are included here although these positions are not part of the School Operating Fund.

⁴ Fairfax County contracts for bus drivers and aides.

⁵ Includes all positions funded in Other Funds.



FY 2007

FY 2007 Authorized Positions School Operating Fund

	Manassas City	Montgomery County	Prince George's County	Prince William County
School-Based Positions				
Teachers	536.6	11,549.9	9,458.0	5,262.9
School-Based Administrators ¹	25.0	434.0	721.5	222.0
Educational Specialists	28.0	381.2	252.9	112.1
Instructional Assistants	93.5	2,499.6	1,216.3	669.2
Nonmanagement/All Others ¹	146.9	2,164.5	1,906.2	1,075.8
Total School-Based Positions	830.0	17,029.2	13,554.9	7,342.0
Nonschool-Based Positions				
Technical/Support	12.0	312.0	215.3	206.3
Management	7.0	91.5	85.0	143.0
Educational Specialists	4.0	119.5	662.0	32.3
Office Support Staff	13.2	387.9	154.8	136.0
Custodial/Maintenance	11.0	389.7	761.2	258.0
Total Nonschool-Based Positions	47.2	1,300.6	1,878.3	775.6
Leadership Team	2.0	17.0	26.0	10.0
Other Operating Fund Positions	61.0	1,738.3	1,495.6	803.6
TOTAL AUTHORIZED POSITIONS²	940.2	20,085.1	16,954.8	8,931.2
Total Non-Operating Fund Positions³	0.0	616.6	1,421.1	527.0

¹ See pages 34 and 35 for further details.

² Entitlement grant positions are included here although these positions are not part of the School Operating Fund.

³ Includes all positions funded in Other Funds.

